

W A S H I N G T O N
H I G H E R
EDUCATION
 C O O R D I N A T I N G B O A R D

PRELIMINARY BOARD MEETING AGENDA

Eastern Washington University, Tawanka 215

Cheney, Washington 99004

July 22, 2004

Approximate Times

Tab

8:00 a.m.

WELCOME AND INTRODUCTIONS

- Bob Craves, HECB chair
- Director's Report
- "Transition to Success" Program
 Pres. Stephen Jordan, Eastern Washington University
 Pres. Jack Becherer, Wenatchee Valley College

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CONSENT AGENDA

- **Adoption of May Meeting Minutes**
- **New Degree Programs for Approval**
 - Master of Education in Advanced Classroom Practice, WWU
 Resolution 04-09
 - Master of Education in Continuing and College Education, WWU
 Resolution 04-10
 - Bachelor of Arts in Professional Development, WSU
 Resolution 04-11
 - Bachelor of Science in Exercise Physiology and Metabolism, WSU
 Resolution 04-12
 - Master of Science in Computer Engineering, WSU
 Resolution 04-13
 - Doctor of Audiology, WSU
 Resolution 04-14
 - Doctor of Philosophy in Criminal Justice, WSU
 Resolution 04-15

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9:00 a.m.	Future Teachers Conditional Scholarship – Rules Change <ul style="list-style-type: none"> • HECB staff briefing <i>Resolution 04-16</i> 	10
9:15 a.m.	High-Demand Enrollment Allocations <ul style="list-style-type: none"> • HECB staff briefing <i>Resolution 04-17</i> 	11
10:00 a.m.	2004 Strategic Master Plan for Higher Education: For Discussion and Possible Action <ul style="list-style-type: none"> • HECB staff briefing • Board discussion <i>Resolution 04-18</i> 	12
11:30 a.m.	Agency Preliminary 2005-07 Budget Request <ul style="list-style-type: none"> • Fiscal Committee report and recommendations • HECB staff briefing <i>Resolution 04-19</i> 	13
12:00 noon	Luncheon Pence Union Building, PUB 263	
1:00 p.m.	HECB Advisory Council	14
	<u>PUBLIC COMMENT</u>	
4:00 p.m.	<u>ADJOURNMENT</u>	

HECB 2004 Meeting Calendar

Date	Location
Sept. 16, Thurs.	Senate Hearing Room 4, Cherberg Building Olympia
Oct. 21, Thurs.	Seattle Central Community College
Dec. 9, Thurs.	Tacoma Community College

If you are a person with disability and require an accommodation for attendance, or need this agenda in an alternative format, please call the HECB at (360) 753-7800 as soon as possible to allow us sufficient time to make arrangements.

Transitions to Success

Co-presented by

Dr. Stephen Jordan, President
Eastern Washington University
and

Dr. Jack Becherer, President
Wenatchee Valley College

The Higher Education Consortium
of Eastern Washington

The Higher Education Consortium of Eastern Washington

- The Consortium: Regional Collaboration to Improve Transfer
- The Consortium Partners: Piloting Institutions

Consortium Intent

- To facilitate student transfer from the community college to university, with minimal loss of credits and at transition points that best address the student's skills, readiness, and eagerness to transfer.

Transitions to Success: The Pilot Program

- The Transfer Academic Plan (TAP)
 - ◆ Accounting
 - ◆ Business Administration
 - ◆ Education
 - ◆ Law and Justice/Criminal Justice

Transitions to Success: The Pilot Program

- The Core Transfer Agreement – 45 (CTA-45)
 - ◆ 5 cr ENGL 101 or equivalent
 - ◆ 5 cr Mathematics
 - ◆ 5 cr Advanced English composition
 - ◆ 10 cr Humanities, Social Sciences, & Natural Sciences (each)
 - ◆ 45 Total cr with 2.5 cumulative GPA

Outcomes

- Reduce Time to Degree for Students Seeking BA and BS Degrees
- Reduce the Number of Unnecessary Courses Students Take
- Increase the likelihood of baccalaureate completion following transfer due to increased attention to a student's pre-transfer preparation

Q & A

The Higher Education Consortium
of Eastern Washington

July 2004

Status Report – Notification of Intent

INTRODUCTION

In January 2001, the Higher Education Coordinating Board (HECB) adopted revised *Guidelines for Program Planning, Approval and Review*, in order to expedite and improve the process for the institutions and HECB alike. One of the major changes in the *Guidelines* includes a new program review and approval process for existing degree programs proposed to be offered at a branch campus, a new off-campus location, via distance learning technologies, or a combination of delivery methods.

The process requires an institution to submit a Notification of Intent (NOI) in electronic format to the HECB at least 45 days prior to the proposed start date of the program. The NOI includes the following information:

- Name of institution
- Degree title
- Delivery mechanism
- Location
- Implementation date
- Substantive statement of need
- Source of funding
- Year 1 and full enrollment targets (FTE and headcount)

HECB staff posts the institution's NOI on the HECB Web site within 5 business days of receipt, and via email notifies the provosts of the other public four-year institutions, the Washington Association of Independent Colleges and Universities, the Inter-institutional Committee on Academic Program Planning, and the Council of Presidents. The other public four-year institutions and HECB staff have 30 days to review and comment on the NOI via an email link on the HECB Web site.

If there are no objections, the HECB Executive Director approves the existing degree program proposed to be offered at a branch campus, a new off-campus location, via distance learning technologies, or a combination of delivery methods. If there is controversy, the HECB will employ its dispute resolution process.

STATUS REPORT

From May 20, 2004 through July 22, 2004, the HECB Executive Director has approved the following existing degree programs in accordance with the NOI process.

Institution	Degree Title	Location	Approval Date
WSU	BS in Mechanical Engineering	Vancouver	June 23, 2004
WSU	BS in Nursing	WSU Tri-Cities Walla Walla	June 23, 2004
WSU	MS in Nursing	WSU Tri-Cities Walla Walla	June 23, 2004

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July 2004

Minutes of May 20 Meeting

HECB Members Present

Mr. Bob Craves, chair
Dr. Gay Selby, vice chair and policy chair
Ms. Ann Ramsay-Jenkins, secretary
Mr. Gene Colin
Dr. Chang Mook Sohn
Dr. Sam Smith

Welcome and introductions

Following the introduction of board members, Chancellor Hal Dengerink welcomed the board members to the WSU Vancouver campus.

Consent agenda items approved

ACTION: **Gene Colin** moved – and **Gay Selby** seconded – a motion to approve all three items on the consent agenda (minutes of the board’s March meeting and two new degree programs, including the Doctor of Design @ WSU Spokane (**Res. 04-05**) and the Bachelor of Fine Arts in Digital Arts & Experimental Media @ UW (**Res. 04-06**). The Board unanimously approved all three items.

Director’s report

HECB executive director James Sulton presented updates on agency programs and activities.

High demand enrollment – The board has distributed a Request for Proposals. The review committee will evaluate proposals and present its recommendations to the board at the July meeting.

Capital project planning – House Bill 2151 directs the public four-year colleges and universities, with HECB coordination, to adopt a single prioritized individual ranking of institutional capital project requests, beginning with the 2005-2007 budget cycle. The list is being developed according to the criteria specified in the 2005-2007 budget guidelines, issued by the board in December 2003. Once adopted by each governing board, the four-year list will be submitted to the HECB for review and evaluation as part of the board's development of capital budget recommendations for the 2005-2007 biennium. The board's budget recommendations also will include the review and evaluation of the prioritized list of community and technical college projects prepared by the State Board for Community and Technical Colleges.

Minimum admission standards – It has been suggested that this project might be of interest to the board's advisory council. Consequently, further review is suspended until such time as the council puts this item on its agenda.

GET program – Enrollment for the current period ended March 31, bringing total accounts to 44,000. In April, the GET committee increased the price of a GET unit from \$57 to \$61. The committee will meet again in August to determine if another price increase is necessary.

GEAR UP program – Staff members are translating the How to Go to College career and college planning handbook series into Spanish and developing a parent companion handbook. Spanish handbooks and the parent companion will be available by the end of this year.

Bachelor of Science in Electrical Engineering

Associate Director Elaine Jones summarized staff recommendations regarding Eastern Washington University's request to establish a Bachelor of Science in Electrical Engineering degree at North Seattle Community College and at the university's main campus in Cheney. The recommendation rejects the proposal to open the program at North Seattle Community College in fall 2004 and calls for conditional approval to establish the program at the main campus in Cheney. Conditional approval is contingent upon the university fulfilling a number of requirements before beginning the program, subject to the approval of the HECB executive director.

Pres. Steve Jordan challenged the board to totally reject the proposal if it didn't think it met the criteria for program approval. He said Eastern would be willing to accept the board's conditions, but required certainty of when the program could be offered at North Seattle Community College. Provost Brian Levin-Stankevich supported Pres. Jordan's comments.

Bob Craves said he was prepared to approve the program, believing that some of the board's earlier concerns could be worked out. However, Gene Colin said he would still not be able to support the proposal. Gay Selby expressed appreciation for the compromise recommendations and said she was comfortable going forward on the proposal. Sam Smith concurred.

ACTION: Sam Smith moved to consider **Res. 04-07** to approve staff's compromise recommendations, with the caveat that benchmarks would be monitored as the program developed. Gay Selby seconded the motion, which was approved with one dissenting vote from Gene Colin.

2004 Strategic Master Plan for Higher Education

The following representatives provided comment on the draft policy proposals:

- Darrell Hughes, BCTI chief operating officer
- Steve Wall, Pierce College district president
- Sandy Wall, SBCTC director for administrative services
- James Huckabay, CWU geography professor and co-chair of the Council of Faculty Representatives
- Gail Sygall, UW English professor and co-chair of the Council of Faculty Representatives
- Terry Teale, COP executive director
- Violet Boyer, president and CEO, Independent Colleges of Washington
- Brady Hornstein, president of the Washington Student Lobby and WSU student lobbyist
- Wendy Rader-Kanowfalski, Washington Federation of Teachers

A complete transcript of the Board discussion and public comment on the master plan policy proposals is available by contacting the HECB office.

Advisory council

Craves thanked the legislature for House Bill 3103, which is the first comprehensive review of the HECB's role and responsibilities since it was established in 1985. One of the provisions of HB 3103 calls for an advisory council that would meet quarterly to advise the HECB on its statutory responsibilities.

Sulton proposed a work plan that would allow the council to explore issues in depth over the course of a year. Initial efforts could include a presentation from an expert in the field, followed by staff analysis. The council and the board would discuss the topic or issue, and the Board then could decide whether to take action on any policy proposals. Sulton suggested that the composition of the council seems to lend itself to P-16 issues.

With the board's concurrence, staff will send letters to the identified groups asking for appointments to the council. Staff then will check on the availability of the council members to attend a first meeting on July 22nd, in conjunction with the board's meeting at EWU in Cheney.

ACTION: Gene Colin moved to approve the preliminary plans for the advisory council, with a second from Ann Ramsay-Jenkins. The board unanimously approved the motion.

Deferral of program planning

Another provision of HB 3103 directs the HECB to conduct a collaborative needs assessment for academic planning that would likely result in changes to the board's current program planning, review, and approval process. Consequently, staff is recommending that the board defer action on 2005-07 program plans submitted by the institutions until the process has been revised in accordance with the terms of HB 3103.

ACTION: Gay Selby moved to consider Res. 04-08 to approve staff's recommendation to defer board action on 2005-07 program plans. Ann Ramsay-Jenkins seconded the motion, which was approved unanimously.

WSU Vancouver self-study

Chancellor Hal Dengerink presented a preliminary study of the WSUV campus and programs, in preparation for a report to be submitted to the HECB in November, as required by the legislature. He described WSUV as an urban institution, and discussed the types of students, programs, and faculty, and regional partnerships occurring in the campus.

Dengerink said that while the population in southwestern Washington continues to grow, its needs continue to be underserved. The area is home to economic clusters and high technology jobs, but baccalaureate attainment is not sufficient to support the region's economic needs. He said that WSUV is the only public four-year institution south of Olympia. Students' only option for a public college education is two years at a community college and two years at WSUV. A public four-year option is not currently available.

He asked the board more help in two areas: more flexibility and an increase in funding.

The meeting was adjourned at 11:50 a.m.



July 2004

Master of Education in Advanced Classroom Practice Western Washington University

INTRODUCTION

Western Washington University (WWU) is seeking Higher Education Coordinating Board approval to establish a Master of Education in Advanced Classroom Practice. This interdisciplinary graduate program will replace three WWU graduate programs for teachers: M.Ed. in Special Education, M.Ed. in Elementary Education-Literacy, and M.Ed. in Secondary Education.

PROGRAM NEED

Surveys and focus groups with five school districts, as well as the WWU Professional Education Advisory Board, provided data indicating a strong need and demand for the proposed M.Ed. in Advanced Classroom Practice. Teachers participating in the surveys and focus groups indicated a critical need for advanced professional development in teaching diverse learners, assessing student learning, and evaluating student performance relative to the Washington Essential Learning Requirements and state learning outcomes.

In addition, there is a critical state and national need for highly qualified teachers. Through the proposed program, teachers will acquire the knowledge and skills that are expected under the federal *No Child Left Behind Act of 2001*.

Finally, by learning to apply theory and research to practice, students enrolled in the program will bring best practices to P-12 classrooms and help increase student achievement. Students enrolled in the program also will bring service to the community by completing faculty-guided research studies on strategies and practices that support children's learning and well being.

PROGRAM DESCRIPTION

The proposed M.Ed. in Advanced Classroom Practice is a graduate-level program for the advanced professional development of teachers with significant teaching experience. To earn this degree, students would be required to complete 48 quarter credits of graduate-level course work, including:

- A 24 credit integrative core, comprised of interdisciplinary course work in educational research, learning and instruction, instructional design and technologies, philosophical foundations of education, and creating classrooms for learning;
- A 19 credit emphasis in a specialized field – selected from instructional technology, literacy, and special education; and
- A 5 credit final scholarly requirement – either a thesis or culminating field-inquiry project.

The program would be supported by existing faculty and staff, and courses would be delivered via traditional classroom lectures, the Internet, and interactive video. Using a cohort model, students would complete two courses in fall, winter, and spring, and three courses during summer quarter. The program would likely be completed in two years (7 quarters). At full enrollment, the program would serve 35 FTE students.

ASSESSMENT AND DIVERSITY

Program quality would be assessed in a number of ways, including student performance, student completion rate and time-to-degree, student course evaluations, alumni and employer surveys, periodic HECB program review, and state and national program approval and accreditation reviews.

The proposal identifies expected student learning outcomes and evaluation techniques, which are aligned with the national certification standards established by the National Board for Professional Teaching Standards. The proposal also indicates that by including diversity issues and culturally responsive teaching in the curriculum, the program will attract students of diverse backgrounds. And, through private sector funding, fellowships would be available for students of color.

REVIEW PARTICIPANTS

Two external experts reviewed the proposal: Dr. Gerald Giord, former dean and professor emeritus of the College of Education, Western Oregon University; and Dr. Dale Kinsley, superintendent of the Bellingham School District. Both provided positive evaluations. Provosts at the other public baccalaureate institutions also reviewed the proposal. Eastern Washington University shared their support, and wished Western success as they pursue this new offering.

PROGRAM COSTS

The M.Ed. in Advanced Classroom Practice would be supported through internal reallocation from the WWU Med programs in Special Education, Elementary Education-Literacy, and Secondary Education, which are being phased out. At full enrollment, the cost per FTE student would be approximately \$6,341.

STAFF ANALYSIS

The proposed program offers the following benefits:

- There is a tremendous need for an intellectually rigorous interdisciplinary degree for the advanced professional development of practicing teachers;
- There is a tremendous need to ensure highly qualified teachers in all classrooms;
- The program would create significant opportunities for service to the community; and
- The assessment plan is exemplary.

RECOMMENDATION

The Western Washington University proposal to offer a Master of Education in Advanced Classroom Practice is recommended for approval, effective July 22, 2004.

RESOLUTION NO. 04-09

WHEREAS, Western Washington University is seeking approval to establish a Master of Education in Advanced Classroom Practice; and

WHEREAS, There is a tremendous need for this program to meet the demand for highly qualified teachers in P-12 schools; and

WHEREAS, This program has the potential to help increase student achievement and bring service to the community; and

WHEREAS, The program has a rigorous curriculum, assessment plan, and student learning outcomes; and

WHEREAS, The program will be supported through internal reallocation of funding;

THEREFORE, Be it resolved that the Higher Education Coordinating Board approves the Master of Education in Advanced Classroom Practice, effective July 22, 2004.

Adopted:

July 22, 2004

Attest:

Bob Craves, Chair

Gay Selby, Vice Chair



July 2004

Master of Education in Continuing and College Education Western Washington University

INTRODUCTION

Western Washington University (WWU) is seeking Higher Education Coordinating Board approval to offer a Master of Education in Continuing and College Education on its main campus in Bellingham and at the Broadway Center at Everett Community College. This proposed graduate program would be the first of its kind in the state, serving the personnel needs of community colleges and continuing education programs.

PROGRAM NEED

The continuing and college education program would address three critical community college needs, as identified by a statewide advisory committee established by Western's Woodring College of Education: 1) preparing workforce/vocational faculty; 2) training those with master's degrees in liberal arts who want to teach at a community college; and 3) preparing basic skills teachers to teach students who are under prepared for college-level work. About 20 percent of the state's community college students require basic skills training.

Given the increasing need for educational program planners, trainers, and administrators, the continuing and college education program also focuses on preparing continuing education professionals. Continuing education is one of largest providers of adult education, accounting for about \$10 billion annually in North America. In developing the program, WWU consulted with continuing education professionals, including the American Society for Training and Development.

PROGRAM DESCRIPTION

The 50 credit program includes three components: 1) core courses, 2) a field experience, and 3) elective courses. The program would initially accommodate about 15 FTE students at Everett and Bellingham and grow to accommodate 34 FTE students at each of these sites over three years. Evening and weekend classes, as well as opportunities for distance learning, help tailor the program to the needs of working adults. Most students would be expected to pursue the degree program on a part-time basis, earning a degree in two to three years.

The program would be supported by two existing tenure track faculty, as well as adjunct faculty who would teach certain specialty courses. A national search is currently underway for a third tenure track faculty member.

ASSESSMENT AND DIVERSITY

The program would implement its own assessment of program goals and accomplishments through: 1) annual reports on the number of students who applied, were admitted, and accepted, as well as completion rates and the ethnic diversity and gender of students; 2) follow-up surveys of graduates; 3) annual inventories of collaborative relationships and partnerships; and 4) program portfolios and assessment seminars.

Ten student-learning outcomes were identified with the help of community college faculty and administrators and continuing education practitioners, as well as national experts and a review of literature and national standards. The outcomes would be measured through students' culmination portfolios, comprehensive examinations, classroom demonstrations and field experiences, and applied research proposals and oral defenses.

It is expected that about 20 percent of the students participating in the program would be from diverse ethnic backgrounds. About 80 percent of the students would likely be aged 30 or older, with a number of the older students expected to be displaced workers preparing for a new career. Recruitment and retention efforts would include, but not be limited to:

- Targeted outreach to community colleges in King and Snohomish counties that have highly diverse populations;
- Strategic marketing strategies using print, media, mailings, and on-site information sessions; and;
- Comprehensive academic and support services.

REVIEW PARTICIPANTS

Two external evaluators reviewed the program: Dr. Bill Moore, coordinator of assessment, teaching, and learning at the Washington State Board for Community and Technical Colleges; and Dr. Ron Cervero, professor of adult education at the University of Georgia. Both reviewers were positive about the proposal and indicated a clear need for this type of program. Dr. Cervero recommended a modification in the degree title from "continuing and college education" to "continuing and community college education," but after much discussion, Western decided to retain the original title. The other public baccalaureate institutions also were invited to review and comment on the proposal, and Central Washington University submitted a letter of support.

PROGRAM COSTS

The Bellingham program would be funded through internal reallocation from the adult education program that is being phased out. The Everett program would be funded on a self-sustaining basis through student tuition. Program costs would be about \$4,568 per FTE student in Bellingham, and about \$5,281 in Everett.

STAFF ANALYSIS

The demand for the continuing and college education program is apparent. The program of study is solid and would prepare individuals for teaching at the community college level and/or conducting continuing education for adults in the public and private sectors. The assessment plans and diversity initiatives are commendable. Program costs are reasonable.

RECOMMENDATION

The Western Washington University proposal to establish a Master of Education in Continuing and College Education on its main campus in Bellingham and at the Broadway Center at Everett Community College is recommended for approval, effective July 22, 2004.

RESOLUTION NO. 04-10

WHEREAS, Western Washington University has requested approval to establish a Master of Education in Continuing and College Education on its main campus in Bellingham and at the Broadway Center at Everett Community College; and

WHEREAS, The interest and demand for the program is high; and

WHEREAS, The program of study would prepare individuals to teach continuing education and community college adult students; and

WHEREAS, The diversity and assessment plans are suitable for a program of this nature; and

WHEREAS, The costs are reasonable;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Western Washington University proposal to establish a Master of Education in Continuing and College Education on its main campus in Bellingham and at the Broadway Center at Everett Community College, effective July 22, 2004.

Adopted:

July 22, 2004

Attest:

BOB CRAVES

Bob Craves, Chair

GAY SELBY

Gay Selby, Vice Chair



July 2004

Bachelor of Arts in Professional Development Washington State University

INTRODUCTION

Washington State University is seeking Higher Education Coordinating Board approval to establish a Bachelor of Arts in Professional Development at its Spokane campus. A student would be able to complete the degree in one of three ways: by matriculating through the WSU system, attending two years at WSU Pullman and two years at WSU Spokane, or by transferring from a community college to WSU Spokane.

PROGRAM NEED

According to the proposal, the B.A. in Professional Development would respond to WSU's Strategic and System Restructuring Plans, which call for academic programs and opportunities to enhance the student experience and encourage distinct academic degrees and units at each campus. When completed, the degree would position graduates to succeed in meaningful and rewarding work in multiple venues.

A WSU Spokane survey of employers in both Spokane and Coeur d' Alene indicates a need for a locally available bachelor's degree that includes studies in human development, sociology, and business. In addition, some employers indicated that they would be willing to help their workers enroll in the program by implementing flexible schedules or provide paid leave and/or full or partial tuition. Some employers also said they would be willing to offer their businesses or organizations as internship sites, or would actively look to hire program graduates.

The program would respond to regional needs by:

1. Providing skilled workers for public agencies, non-profit organizations, and private sector firms in the Spokane region;
2. Graduating leaders who can improve the efficiency or competitive position of an organization; and
3. Serving as a resource for local communities.

PROGRAM DESCRIPTION

The B.A. in Professional Development would be a generalist degree, incorporating opportunities for specialization through three focused concentrations. The program of study would include coursework from liberal arts, social sciences, philosophy, business, management, communication, leadership, and other areas.

- The **concentration in liberal and social studies in contemporary life** would be targeted to prepare students for leadership roles by drawing on a broad-based and well-rounded educational foundation. It would include basic courses in the social sciences and liberal arts; supporting courses in social psychology, motivational theory, and personal development; broadening courses in literature of work and the workplace, money and meaning of life, and philosophy of ethics; and design courses that deal with concepts of art and its meaning and significance to life and work.
- The **concentration in strategic studies in life, work, and organizations** would equip students with specific subject matter mastery skills, concepts, and techniques so that through their work they could add value to an organization. It would include comprehensive skills and abilities that incorporate knowledge of marketplace concepts and techniques and the basic functional areas of business – such as finance, marketing, management, utilization and management of information and technology, organizational structure and strategy, and knowledge of how the economy and the economic system functions and operates.
- The **concentration in real estate markets and management** is designed for individuals who aspire to management positions within the real estate industry. It would rely on concepts drawn from the same set of core life skill courses that underpin the other two concentrations (human development, sociology, communication, and liberal arts), as well as economics, law, finance, management, and marketing.

The program would likely be completed in four years of full time study or two years of full time study if a transfer student entered with an associate of arts degree. It would be supported by faculty at WSU Spokane who have appointments in real estate, educational leadership, management, human development, liberal arts, sociology, and the design disciplines, as well as adjunct faculty from the local community and a new half-time senior secretary. At full enrollment, the program would serve 75 FTE students.

ASSESSMENT AND DIVERSITY

The proposal outlines specific student learning outcomes that would be required for the B.A. in Professional Development, along with well-defined methods of evaluating those outcomes. Program effectiveness would be measured by three factors: 1) graduates' success in securing and maintaining leadership positions in their careers; 2) how well they perform as citizens in their local and global communities; and 3) how successful they are in pursuing graduate-degree programs. Exit interviews with graduating students, interviews with recent graduates, and alumni surveys would be developed to measure success rates in these areas.

REVIEW PARTICIPANTS

Four external reviewers evaluated the proposal:

- Denise Guerin, Ph.D., distinguished professor, Department of Design, Housing, and Apparel at the University of Minnesota, reported that there is a well-defined local/regional need for program graduates, and that the program would bring tremendous value to society at large.
- Ruth Brent Tofle, Ph.D., professor and chair of the Department of Architectural Studies at the University of Missouri-Columbia, noted that the program would greatly enhance the WSU Spokane campus by initiating a wider menu of electives for students, and also would contribute to campus diversity.
- Jane F. Lawrence, Ph.D., vice chancellor at the University of California-Merced, mentioned that the program's greatest strength is its interdisciplinary approach, as today's organizational challenges and social problems do not fall neatly within one interdisciplinary framework.
- James McCullough, Ph.D., director of the School of Business and Leadership at the University of Puget Sound, said the program would be very popular with students seeking degrees who want to work in real estate.

The external reviewers also made a number of suggestions to enhance the proposal. In addition, Central Washington University and Western Washington University shared their support for the program.

PROGRAM COSTS

Program costs would be covered through internal reallocation from various programs and sources – including elimination of the computer engineering program and the new bio-statistician position at WSU Spokane; realignment of faculty responsibilities from education, management technology, exercise physiology, and nutrition; faculty retirements; and elimination of a staff position in the chancellor's office. The annual cost of the program is estimated to be \$520,984, or \$6,946 per FTE student.

STAFF ANALYSIS

The WSU proposal documents local and regional need for the B.A. in Professional Development. The program would offer students a quality education while also providing employers with competent employees who have a sense of the business world, an ability to think critically and solve problems, and a concern for people. The program also would produce leaders able to contribute to society as a whole. Finally, the program's student learning outcomes and assessment methods are well defined.

RECOMMENDATION

The Washington State University proposal to establish a Bachelor of Arts in Professional Development at Washington State University Spokane is recommended for approval, effective July 22, 2004.

RESOLUTION NO. 04-11

WHEREAS, Washington State University proposes to offer a Bachelor of Arts in Professional Development; and

WHEREAS, There is considerable regional need and student interest in the program; and

WHEREAS, The curriculum is designed to provide students with interdisciplinary learning; and

WHEREAS, The university has resources to adequately support the program; and

WHEREAS, The program has a solid assessment plan based on careful attention to program objectives and student learning outcomes; and

WHEREAS, The program costs are reasonable;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Washington State University request to establish a Bachelor of Arts in Professional Development at Washington State University Spokane, effective July 22, 2004.

Adopted:

July 22, 2004

Attest:

Bob Craves, Chair

Gay Selby, Vice Chair



July 2004

Bachelor of Science in Exercise Physiology and Metabolism Washington State University

INTRODUCTION

Washington State University is seeking Higher Education Coordinating Board approval to establish a Bachelor of Science in Exercise Physiology and Metabolism at the WSU Spokane Riverpoint campus. This interdisciplinary degree will be offered by the Program of Health Sciences as one of the primary academic emphasis areas, and will broaden the array of unique undergraduate offerings at the WSU Spokane Riverpoint campus.

PROGRAM NEED

The Washington Employment Security Department and the U.S. Bureau of Labor Statistics predict strong employment growth over the next few years in nutrition and exercise-related fields. In Spokane, the average salaries for people in these fields range from about \$40,000 to \$47,000.

The results of a survey distributed to people in the Spokane health care community also underscore the need for the proposed program. Of the people who responded, 50 percent said they believed that there is a high to moderately high need in the Spokane area for professionals with expertise in exercise physiology. And about 55 percent believed that education or knowledge of the principles of exercise science and nutrition would benefit them in their present or future careers.

Finally, many local health care leaders submitted letters of support for the program. These leaders included Ryland P. "Skip" Davis, CEO of Sacred Heart Medical Center; Thomas M. Fritz, CEO, Inland Northwest Health Services; and Katherine R. Tuttle, MD, Director of Research, the Heart Institute of Spokane.

PROGRAM DESCRIPTION

The B.S. in Exercise Physiology and Metabolism focuses on the biological and social/psychological relationship between exercise and nutrition, and its effect on the health and well-being of individuals. The curriculum includes studies in biological and physical sciences: human anatomy, physiology, nutrition, organic and biochemistry, and microbiology.

Students in the program will complete their first two years at the WSU Pullman campus, Spokane Falls Community College, or another community college, before transferring to the WSU Spokane Riverpoint campus to complete the program. These students will be required to complete a 130 semester credit hour program of study, including general education courses, core courses, electives, a mentored on-site practicum, an off-campus internship, and a capstone course. It is expected that they can complete the program in about four years of full-time study.

The program will be campus-based, with courses delivered face-to-face and via distance education at the state-of-the-art Health Sciences Building at the WSU Spokane Riverpoint campus. At start-up, the program will be supported by three permanent, tenure track faculty members, one clinical appointment faculty member, and two temporary ongoing adjunct faculty appointments. At full enrollment (65 FTE students), 5.5 full-time permanent tenure track faculty positions and adjunct positions will support the program.

Program graduates will be prepared to pursue graduate studies or assume positions in clinical settings, health care organizations, and sports nutrition and wellness programs.

ASSESSMENT AND DIVERSITY

According to the proposal, “Overall success will be measured by our graduates’ success in obtaining appropriate entry-level employment in clinical or private agencies and by our graduates’ ability to successfully matriculate into graduate level academic programs. This will be measured by exit interviews and surveys of our students upon graduation. Students will have a strong foundation in the knowledge, skills, and abilities required for exercise academic competencies as specified by the American College of Sports Medicine...The exercise physiology and metabolism curriculum incorporates interdisciplinary course work and mentored practical application that will assist students in developing competencies in oral presentations, laboratory techniques and skills, written reports, and program management as required of successful practitioners. These competencies will be measured through students’ ability to complete the required elective course work, mentored on-site practicum, off-campus internship experience, and the American College of Sports Medicine certification...”

The proposed program will participate in all diversity initiatives sponsored by WSU and the Spokane community. In addition, program faculty and staff will make a concerted effort to identify, recruit, and retain minority students. WSU student services faculty and staff hold leadership positions on the Spokane Task Force on Race Relations and the Spokane Chamber of Commerce Workforce Diversity Committee. These positions help the university recruit and retain students of color.

REVIEW PARTICIPANTS

The proposal was reviewed by two external reviewers: Michael E. Houston, Ph.D., Professor and Department Head of Human Nutrition, Foods, and Exercise at Virginia Polytechnic Institute, and Wayne Campbell, Ph.D., Director of the Nutrition, Fitness, and Health Program at Purdue University.

Dr. Houston's comments were extremely positive. He said that the proposal represents a much needed approach to understanding how the human body works and responds to stimuli, and believed that the program would be highly attractive to students. Dr. Campbell noted that the program design is sound and the need is apparent. He applauded the integrative approach to the curriculum and the role of the community colleges serving as feeders.

The other public four-year colleges and universities also reviewed the proposal, with Western Washington University expressing its support.

PROGRAM COSTS

The program would be supported through internal reallocations from several sources, including faculty retirements, an abandoned search for staff replacement, and program terminations. At full enrollment, the annual cost of the program would be about \$590,566, or \$9,085 per student FTE.

STAFF ANALYSIS

The B.S. in Exercise Physiology and Metabolism proposal demonstrates student interest, occupational demand, and adequate resources to support a quality program. The assessment and diversity plans are appropriate and the costs are reasonable. The program should be attractive to students and employers alike.

RECOMMENDATION

The Washington State University proposal to establish a Bachelor of Science in Exercise Physiology and Metabolism at the WSU Spokane Riverpoint campus is recommended for approval, effective July 22, 2004.

RESOLUTION NO. 04-12

WHEREAS, Washington State University has requested approval to establish a Bachelor of Science in Exercise Physiology and Metabolism at the WSU Spokane Riverpoint campus, and

WHEREAS, The program has strong support from Spokane's health care community; and

WHEREAS, The curriculum and resources are sufficient to serve student needs; and

WHEREAS, The external reviews attest to the need and adequacy of the program; and

WHEREAS, The assessment and diversity plans are well-suited for the program; and

WHEREAS, The program costs are reasonable;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Washington State University proposal to establish a Bachelor of Science in Exercise Physiology and Metabolism, effective July 22, 2004.

Adopted:

July 22, 2004

Attest:

Bob Craves, Chair

Gay Selby, Vice Chair



July 2004

Master of Science in Computer Engineering Washington State University

INTRODUCTION

Washington State University is seeking Higher Education Coordinating Board approval to establish a Master of Science in Computer Engineering. The proposed program will be the only one of its kind in Washington State. Students who complete the program will be prepared for work in industry and academia or doctoral studies.

PROGRAM NEED

The growing number of technology companies in Washington and the nation demonstrate need for the proposed M.S. in Computer Engineering. Some companies are involved in the development of new computer systems while other companies are involved in the creation of computerized instrumentation, control systems and computer communications.

Computer engineers have the skills required to help these companies to succeed. The pool of students with a BS in Computer Engineering is increasing rapidly. The Accreditation Board for Engineering and Technology (ABET) reports that in the last three years 51 computer engineering programs have obtained their first accreditation.

WSU asked 30 companies in the Pacific Northwest about the need for the proposed program. Below are some of their comments:

- *The engineering skills developed through the computer engineering program are in high demand not only in the wireless communication industry, but across most of the industries that Agilent Technology operates in. The most sought after engineering candidates in this past recruiting cycle have been the students with a computer engineering skill set at either the bachelor's or master's level. We do not expect this trend to change for the foreseeable future.*

-- Tom Shannon, Agilent Technologies

- *Looking towards the future, computer engineering is likely to become an even more important degree due to the explosion in devices that contain a microprocessor and the requisite firmware... Within HP, we have been embedding a microprocessor in almost every device for the past several years. Over the last couple of years, we have seen cameras, refrigerators, and even toasters ship with an embedded processor controlling their operation. Given the increasing embedded systems complexity, it is obvious that HP benefits when hiring graduates who have a masters degree in computer engineering.*
-- Rick Hoover, Hewlett Packard
- *We do target computer engineering students as potential recruits when interviewing on campus. I am a computer engineering graduate from WSU myself. We believe that computer engineering students with the correct curriculum, can work in any position within our product engineering and design departments.*
-- Terry Fischer, Micron

PROGRAM DESCRIPTION

The primary goal of the program is to prepare individuals to perform research and development in areas such as computer architecture, networking, digital signal processing, and asynchronous systems. The program of study consists of existing courses and provides a thesis option and a non-thesis option. The thesis option includes 21 credits of graduate level coursework and 9 credits of thesis research. The non-thesis option includes 28 credits of graduate level coursework and 2 credits of a comprehensive examination. At full enrollment, the program will serve 15 full-time (FTE) students. They will take classes taught by 10 faculty members associated with WSU's School of Electrical Engineering and Computer Science. It is anticipated that students will attend the program on a full-time bases and earn the degree in three or four semesters.

ASSESSMENT AND DIVERSITY

Evaluation of students' performance will be ongoing throughout the program. Faculty will use the following tools to assess students' progress: 1) written and oral examinations and reports; 2) laboratory activities; and 3) thesis work/comprehensive examination.

WSU will assess the program through the following mechanisms: 1) student feedback on courses and their contributions to the program; 2) surveys of graduates and employers; and 3) ongoing evaluations of the program and objectives by an advisory committee. The program also will conform to the outcomes and assessment criteria established for WSU's B.S. in Computer Engineering and accreditation with ABET.

Program faculty and staff report a number of initiatives to promote diversity in the program. Currently, about 18 percent of the students pursuing a B.S. in Computer Engineering at WSU are from underrepresented groups. WSU will strongly encourage these students to pursue the proposed M.S. in Computer Engineering program. In addition, WSU will use its Boeing Endowed Chair in the School of Electrical Engineering and Computer Science to provide allow an outstanding student from an underrepresented group to enroll in the proposed graduate program.

EXTERNAL REVIEWERS

External reviewers included Dr. Gerald E. Sobelman, Associate Professor and Director of Graduate Studies for Computing Engineering at the University of Minnesota; Dr. Ronald D. Williams, Professor for Electrical Engineering and Computer Engineering at the University of Virginia; and Dr. Laxmi N. Bhuyan, Professor of Computer Science and Engineering at the University of California, Riverside. All of the reviewers strongly supported the proposal, but expressed a concern about the breadth in the proposed program. In response, WSU added a requirement that each student take at least two computer science and two electrical engineering courses as part of the degree program.

PROGRAM COSTS

WSU would fund the M.S. in Computer Engineering through a reallocation of funds. At full enrollment, the annual cost of the program would be about \$298,408, or \$19, 294 per full (FTE) student.

STAFF ANALYSIS

Washington State University will offer a unique and challenging program for graduate students. It will be the first program of its kind in Washington State. The M.S. in Computer Engineering will train students who can move directly into the job market or into doctoral studies.

RECOMMENDATION

The Washington State University proposal to establish a Master of Science in Computer Engineering is recommended for approval, effective July 22, 2004.

RESOLUTION NO. 04-13

WHEREAS, Washington State University proposes to establish a Master of Science in Computer Engineering; and

WHEREAS, The program will be attractive to students and employers alike; and

WHEREAS, The external reviews attest to the need for and quality of the program; and

WHEREAS, The assessment and diversity efforts will serve students and the program well, and

WHEREAS, The costs are reasonable;

THEREFORE, BE IT RESOLVED, that the Higher Education Coordinating Board approves the Washington State University proposal to establish a Master of Science in Computer Engineering, effective July 22, 2004.

Adopted:

July 22, 2004

Attest:

Bob Craves, Chair

Gay Selby, Vice Chair

W A S H I N G T O N
H I G H E R
EDUCATION
C O O R D I N A T I N G B O A R D

July 2004

Doctor of Audiology
Washington State University

INTRODUCTION

Washington State University is seeking Higher Education Coordinating Board approval to offer a Doctor of Audiology at the new Health Sciences Building on the Washington State University Spokane campus. The doctoral program would replace the university's existing master's degree in audiology option within the master of arts in speech and hearing science. The change is necessitated by new certification standards established by the national accrediting association. In addition, audiologists are expanding their clinical offerings.

PROGRAM NEED

Professional organizations, as well as the U.S. Bureau of Labor Statistics, project a growing demand for audiologists locally, regionally, and nationally. Key trends that contribute to this demand include an aging population with associated hearing loss; the increasing survival rate of premature infants and trauma and stroke victims who need speech, language, and hearing assessment and treatment; greater awareness of the need to identify hearing, speech, and language disorders early on in infants and children; and a federally mandated increased presence of audiologists in public schools. Survey data derived from two needs assessments conducted by WSU indicate a positive demand for the Doctor of Audiology degree. Graduates of audiology programs are typically hired within 30 to 60 days.

PROGRAM DESCRIPTION

According to the proposal, graduates of the program would be competitive at the national level and competent to provide diagnostic and rehabilitative audiologic services (i.e., hearing and balance) in medical, educational, industrial, and private practice environments. The program of study spans about four years and would include anatomy and physiology, neurophysiology, electrophysiology, medicine, surgery, pharmacology, genetics, pediatrics, geriatrics, physics, acoustics, psychoacoustics, electronics and instrumentation, computer science, statistics, business and marketing, health policy, psychology, counseling, education, rehabilitation, and speech-language pathology. It would offer students interdisciplinary opportunities associated with the WSU Spokane Health Sciences campus. The program also would build on WSU's success in preparing Native Americans for careers in speech-language pathology and audiology.

At full enrollment, the program would serve 24 students annually. The program would be supported by 10 existing full-time faculty affiliated with WSU's Department of Speech and Hearing Sciences, as well as several adjunct faculty and two new faculty. The existing library collection, equipment, personnel and services that support the current master's degree program in audiology are adequate for the proposed program.

ASSESSMENT AND DIVERSITY

A number of measures of student and alumni performance would be used to evaluate the university's success in meeting its program goals, objectives, and student learning outcomes. They include exams and assignments, research projects and oral defense, and a capstone evaluation that would serve as an overall measure of program participants' scientific and professional knowledge, ability to integrate and apply information, and clinical competencies and skills. Alumni measures would include performance on the national examination required for national certification, as well as feedback received from alumni and their employers. Finally, feedback from the program's advisory committee would serve as a basis for strengthening the program and would help establish working relationships with the professional community.

The WSU Department of Speech and Hearing Sciences has an admirable history of recruiting, retaining, and graduating Native American students. Recruitment and retention strategies include mailings and news releases, presentations at tribal meetings, networking with Native American communities, and connecting Native American students with their peers.

REVIEW PARTICIPANTS

The proposal was reviewed by:

- Dr. Patricia Kricos, professor of audiology and director of the Center for Gerontological Studies at the University of Florida, who noted that WSU's proposed program would be a welcome addition to existing doctor of audiology programs around the country. WSU already has the resources, successful academic history, faculty, facilities, and population base to support the proposed program.
- Dr. Carol Flexer, professor of audiology at the University of Akron, who noted that the proposed program incorporates a comprehensive course of study with an appropriate balance of practical and research-based content areas.
- Dr. Gerald T. Church, professor and director of Audiology at Central Michigan University, who noted that WSU's commitment to diversity and its long-term relationship with the Native American community is impressive, and that locating the program at the WSU Health Sciences Building in Spokane is a major strength.

Representatives of both Central Washington University and Western Washington University shared their support of the proposal.

PROGRAM COSTS

Resources currently assigned to the WSU master's degree program in audiology would be reallocated to support the Doctor of Audiology program. At full enrollment, the estimated program costs would be about \$918,448 annually, or \$18,223 per FTE student.

STAFF ANALYSIS

WSU's survey data, coupled with that of the U.S. Bureau of Labor Statistics and the projections of professional organizations, indicate a growing demand for audiologists locally, regionally, and nationally. The Doctor of Audiology would be an excellent addition to WSU Spokane's health sciences offerings. The assessment and diversity plans are appropriate, and the program costs are reasonable.

RECOMMENDATION

The Washington State University proposal to establish a Doctor of Audiology at the Health Sciences Building on the Washington State University Spokane campus is recommended for approval, effective July 22, 2004.

RESOLUTION NO. 04-14

WHEREAS, Washington State University has requested Higher Education Coordinating Board approval to establish a Doctor of Audiology at the new Health Sciences Building on the Washington State University Spokane campus; and

WHEREAS, There is sufficient demand and student interest for the doctoral-level program in audiology; and

WHEREAS, The external reviews attest to program quality and demand; and

WHEREAS, The diversity initiatives and assessment measures are suitable; and

WHEREAS, The program costs are reasonable;

THEREFORE, BE IT RESOLVED That the Higher Education Coordinating Board approves the Washington State University proposal to establish a Doctor of Audiology at the Health Sciences Building on the Washington State University Spokane campus, effective July 22, 2004.

Adopted:

July 22, 2004

Attest:

Bob Craves, Chair

Gay Selby, Vice Chair



July 2004

Doctor of Philosophy in Criminal Justice Washington State University

INTRODUCTION

Washington State University is seeking Higher Education Coordinating Board approval to establish a Doctor of Philosophy in Criminal Justice. This new Ph.D. program would replace the university's existing Ph.D. in Political Science, with a concentration in Administration, Justice, and Policy Studies.

PROGRAM NEED

The American Association of Doctoral Programs in Criminology and Criminal Justice has announced that it will grant membership to only those universities that explicitly award degrees in criminology. While this association currently recognizes WSU as a member, that membership would be terminated because the degree awarded by WSU is a Ph.D. in Political Science.

Nationally, criminal justice is one of the fastest growing undergraduate majors. As such, there is a high demand for Ph.D. faculty to teach and conduct research.

In addition, only about 75 students annually are awarded doctorate degrees in criminology, while more than 130 positions nationwide are waiting for such graduates.

Access to Ph.D. programs in the western United States is limited to Arizona State University and the University of California-Irvine. Students who receive an undergraduate or master's degree from a college or university in Washington state must attend an institution out-of-state to pursue a Ph.D. in criminal justice or criminology.

PROGRAM DESCRIPTION

The goal of the program is to prepare individuals as researchers and teachers in the field of criminal justice. Students would conduct quality research that would be published in scholarly journals and used to inform public policy. The program of study includes a set of core courses, electives, exam field courses, three comprehensive exams (one in criminal justice; one in a sub-field of criminal justice-police, courts corrections, or juvenile justice; and one in a field to be determined by student interest, with committee approval), and a dissertation. The program would be predominately campus based and taught by a cadre of existing faculty, along with two new faculty.

It is anticipated that students would complete the program, including the comprehensive exams and dissertation, in three or four years. At full enrollment, the program would serve about 20 FTE students.

ASSESSMENT AND DIVERSITY

Graduates of the program would:

- Have a comprehensive understanding of the field of criminal justice, as measured through students' ability to successfully complete graduate level seminars, comprehensive examinations, and completion of a dissertation;
- Have the ability to complete theoretical and applied-research projects – to be measured through students' ability to successfully complete graduate seminars that are focused on research methods and statistics; participation in research projects; and completion of a dissertation.
- Gain experience and mentoring related to providing undergraduate education through campus and online formats, which would be measured by student evaluations and faculty mentoring reports.

Overall program effectiveness would be measured by graduates' success in obtaining employment at colleges, universities, and public agencies.

Students from underrepresented groups would be recruited from the Academy of Criminal Justice Science's Minority and Women's Division, the American Society of Criminology's Division on People of Color and Crime and the Division of Women and Crime, and the McNair Scholarship Program. Faculty mentoring, graduate school minority scholarships, and research opportunities will help retain these students.

REVIEW PARTICIPANTS

Provosts at the other public baccalaureate institutions reviewed the proposal. Central Washington University and Western Washington University wished WSU success with its new offering. The proposal also was shared with four external reviewers who gave the proposal high marks:

- Dr. Mary Stohr
Chair, Department of Criminal Justice
Boise State University
- Dr. Todd Clear
Chair, Association of Doctoral Programs in Criminology and Criminal Justice
John Jay College of Criminal Justice
- Dr. Gary Cordner
Dean, College of Justice and Safety
Eastern Kentucky University
- Dr. Doris MacKenzie
Professor of Criminology
University of Maryland

PROGRAM COSTS

The proposed Ph.D. program would be paid for through a reallocation of existing funds in the department. The annual cost of the program is estimated to be about \$499,571, or approximately \$25,619 per student FTE.

STAFF ANALYSIS

There is demonstrated need and student interest for the proposed Ph.D. in Criminal Justice, particularly in the western United States. The program is designed to produce highly employable doctoral candidates, and the faculty are well qualified to implement the degree program. The assessment and diversity efforts would bring more people of color into the profession.

RECOMMENDATION

Washington State University's proposal to establish a Doctor of Philosophy in Criminal Justice is recommended for approval, effective July 22, 2004.

RESOLUTION NO. 04-15

WHEREAS, Washington State University is seeking Higher Education Coordinating Board approval to establish a Doctor of Philosophy in Criminal Justice; and

WHEREAS, There is demonstrated need and student interest for the program; and

WHEREAS, The program of study and faculty resources will produce highly employable graduates; and

WHEREAS, The program will bring more people of color to the profession; and

WHEREAS, The costs are reasonable;

THEREFORE, BE IT RESOLVED That the Higher Education Coordinating Board approves the Washington State University proposal to establish a Doctor of Philosophy in Criminal Justice, effective July 22, 2004.

Adopted:

July 22, 2004

Attest:

Bob Craves, Chair

Gay Selby, Vice Chair

July 2004

Future Teachers Conditional Scholarship Program Proposed Rules

Board staff request permission to begin the formal rulemaking process to implement the revised Future Teachers Conditional Scholarship and Loan Repayment Program, as directed in House Bill 2708. Staff also ask the board to approve a limited set of emergency rules concerning student eligibility, selection, and payment so that the application and selection process can begin this summer. Drafts of the proposed rules and limited emergency rules are attached.

Background

Over the past 20 years, the legislature has authorized four different conditional scholarship programs for prospective teachers. Each of the programs offered student loans that were forgiven in exchange for teaching service. Each program targeted a slightly different audience. And, each program required separate eligibility and service requirements, separate administrative procedures and systems, and a commitment to tracking recipients for several years. Funding for the programs has been inconsistent.

Previous Conditional Scholarship Programs		
Program Name	RCW	Period of Funding
Conditional Scholarship for Alternative Route Teacher Certification*	28A.660	2001 – Ongoing
Future Teachers Conditional Scholarship for K-12 Public School Employees	Budget Provisos in 1999 and 2000	1999 – 2001
Future Teachers Conditional Scholarship	28B.102	1989 – 1996
Math/Science Teacher Conditional Loan	28B.15.760-766	1983 – 1989
*The Professional Educator Standards Board administers the Alternative Route Teacher Certification program. The HECB is the fiscal agent for the conditional scholarship portion of the program. In 2003-2004, the program received \$664,000 in state funding and served 83 students. The estimated funding for 2004-05 is \$984,000 for about 123 students. The program is offered at selected sites in Washington. For more information, visit www.hecb.wa.gov .		

The only Future Teacher program currently funded is the Alternative Route Teacher Certification program. The 2004 Legislature expressed interest in creating a fifth separate conditional scholarship program targeting prospective teachers with bilingual ability. Rather than creating a new program for this specific purpose, House Bill 2708 amended a previous future teacher

program in such a way that it could be a flexible vehicle for serving not only the kind of student anticipated by the original proposal, but also could be used to target other teacher shortage areas and audiences, as specified by future legislatures. In addition, it permits the board to spend about \$450,000 that has been collected over the years from students who were required to repay all or a portion of their awards from previous conditional scholarship programs.

Key Elements of the New Program

1. Students receive financial incentives to obtain their residency teaching certification or an endorsement in a teacher shortage area in exchange for providing a certain number of years of teaching service.
2. The financial incentives are in the form of conditional loans or loan repayments. Conditional loans are monies given to the student while he or she is in college that are forgiven in exchange for teaching service. For students with existing federal student loans, the board can commit to repaying some portion of those loans in exchange for teaching service.
3. The value of the conditional scholarship or loan repayment is equal to the value of the participant's tuition and fees, not to exceed the value of tuition and fees at the University of Washington.
4. Students must be attending a Washington public or private college.
5. Participants must provide teaching service in a Washington public K-12 school or in a program supported primarily by public funding.
6. The basic service obligation is two years of teaching for every one year of benefits. Teaching in subject or geographic shortage areas is encouraged by reducing the obligation to one year of teaching service for each year of benefits. The Office of the Superintendent of Public Instruction annually determines the shortage areas.
7. In selecting students, the board is to emphasize factors such as superior academic achievement, bilingual ability, and a commitment to teaching in a shortage area. Priority is given to individuals seeking certification in math, science, or special education. For the 2004-2005 academic year, the statute requires that an additional priority be given to bilingual applicants.
8. Participants who are selected in part because of their bilingual ability or their willingness to teach in a shortage area will be required to serve in a classroom needing a bilingual teacher or in a shortage area, in order to receive loan forgiveness or loan repayment benefits.
9. All participants are required to have on file their "education plans" detailing when they expect to finish their academic coursework and receive their residency certificates or additional endorsements. Participants also are required to have "teaching plans" detailing when they will provide their teaching service.

10. The board may issue deferments, forbearance, and leaves-of-absence for participants who encounter unusual situations that delay or defer their ability to fulfill their education or teaching plans. The board may cancel its commitment to provide benefits if the participant fails to abide by the approved education or teaching plan.
11. Conditional scholarship recipients who fail to provide the teaching service are required to repay their loans with interest and fees. An equalization fee is added to the loan to equate the amount repaid with the amount the student would repay if he or she had borrowed through the federal student loan program. The interest rate is equal to the rate charged for federal student loans. The minimum payment is \$50 per month. The entire loan must be repaid within 10 years.
12. All funds repaid by participants from any teacher conditional loan program, plus appropriations and private contributions, are deposited into a Future Teachers Conditional Scholarship Account. Funds in the account may be used only for conditional scholarships, loan repayments, and costs associated with program administration.

Rulemaking Process

Staff have worked since the end of the legislative session to craft procedures and rules. They have delivered drafts of the rules to individuals and organizations that have expressed interest in the program. In addition, a small group of interested parties met with board staff to review and provide guidance on the development of rules. Parties who have received and had an opportunity to comment on the drafts include:

- 17 colleges of education at the four-year public and private institutions in Washington
- Office of the Superintendent of Public Instruction
- Professional Educator Standards Board
- State Board for Community and Technical Colleges
- Governor's Commission on Hispanic Affairs
- Governor's Commission on Asian Pacific American Affairs
- Ricardo Sanchez, Executive Director, The Latino Educational Achievement Project
- Ricardo Espinoza, Pasco School Board
- Key legislators and legislative staff
- Office of Financial Management

With the board's approval, staff will file the paperwork necessary to begin the rule-making process. A formal public hearing will be scheduled for early September. Approval of the permanent rules will be scheduled for the board's October 22, 2004 meeting.

Emergency Rules

Given the schedules of both the office of the Code Reviser and the board, final rules cannot be adopted before the October 22, 2004, HECB meeting. And, by law, the final rules will not go into effect until November 23, 2004.

Consequently, staff is asking the board to adopt a limited set of emergency rules on student eligibility, selection, and payment. Adopting these emergency rules will allow staff to complete the application process, make selections, and either provide conditional scholarships or commit to loan repayments. Other provisions concerning teaching service, loan forgiveness, loan repayments, and participant repayment can wait until the permanent rules are adopted.

Application, Selection, and Awarding Timeline

With the filing of emergency rules, staff will begin distributing applications in late July, with a tentative deadline of October 15, 2004. This date gives the colleges of education and other interested parties a chance to fully publicize this opportunity to qualified students and contact potential applicants. Staff will convene a selection committee in early November 2004, and mail award notices immediately thereafter.

RESOLUTION NO. 04-16

WHEREAS, The Higher Education Coordinating Board is directed by RCW 28B.102 to administer the Future Teachers Conditional Scholarship and Loan Repayment program; and

WHEREAS, The Higher Education Coordinating Board is authorized by RCW 28B.102.030 to adopt rules as necessary to implement the program; and

WHEREAS, The Legislature passed House Bill 2708 revising RCW 28B.102, which became law on June 10, 2004; and

WHEREAS, It is necessary to amend Chapter 250-65 WAC to implement this statutory change; and

WHEREAS, It is the Board's intention that students be awarded scholarships under the terms of RCW 28B.102 as amended for the 2004-2005 academic year;

THEREFORE BE IT RESOLVED, That the Higher Education Coordinating Board adopt emergency rules on student eligibility, selection, and payment, thereby allowing timely completion of the application process, student selection, and awarding of the conditional scholarships or commitment to loan repayment.

BE IT FURTHER RESOLVED, That the Higher Education Coordinating Board directs staff to proceed with the process required to adopt permanent rules at the Board's October 2004 meeting.

Adopted:

July 22, 2004

Attest:

Bob Craves, Chair

Gay Selby, Vice Chair



July 2004

Allocation of High-demand Enrollments for 2004-05

Background

The Higher Education Coordinating Board (HECB) received an appropriation of \$3.5 million in the supplemental state operating budget for fiscal year 2005 to increase enrollment in high-demand fields at Washington's four-year colleges and universities during the 2004-05 academic year.

This is the third such appropriation the board has received since 1999 to respond to two related challenges. In many cases, college and university students are unable to take advantage of educational and career opportunities because enrollment access is limited in certain fields or programs. Simultaneously, many employers report difficulty in hiring enough qualified graduates from Washington state institutions to fill high-skill job openings.

The FY 2005 appropriation is in addition to the \$5.5 million that was included last year in the original 2003-05 budget. The board received its first high-demand appropriation of \$4.7 million in the 1999-01 biennium. The 1999-01 appropriation was for grants to public two-year and four-year colleges and universities, but subsequent appropriations to the HECB have been for only four-year institutions. The State Board for Community and Technical Colleges (SBCTC) has administered the grants to the two-year colleges.

Again this year, the legislature and governor directed the board to manage a competitive process to distribute the new enrollments. The budget designates several fields as priorities for funding, including nursing and other health services, applied science and engineering, teaching and speech pathology, computing and information technology, and viticulture and enology. The budget also places a priority on "compelling proposals that document specific regional student and employer demand" in other fields.

This year's process was conducted in accordance with the governor's veto of a portion of the high-demand enrollment section of the legislature's supplemental budget bill (HB 2459).

In the original 2003-05 budget enacted last year, private (independent) four-year colleges and universities were allowed to participate as partners of the public baccalaureate institutions. However, no partnership proposals were advanced during the 2003 competition. In the

legislature's 2004 supplemental budget, the partnership requirement was replaced by a provision to permit independent colleges and universities to directly submit competitive proposals for funding during the 2004-05 academic year. However, this provision, which would have enabled private colleges to compete for state funds on an equal footing with the public institutions, was vetoed by the governor. The effect of the governor's veto was to restore the original provision permitting independent colleges to compete for high-demand funding as partners with public institutions, but not to directly submit proposals for the 2004-05 academic year. The board did not receive any such partnership proposals this year.

As directed in the budget bill, the board established a proposal review committee to evaluate the proposals. This document reflects the recommendations of the review committee, whose members are listed in Appendix B. The committee unanimously recommends that the board fund the 15 high-demand projects that are described below.

Program Administration Overview

In response to legislative direction – and in recognition of the need to accurately convey the effect of the budget decisions by the governor and legislature – the HECB employed the following schedule to administer the new appropriation:

April 27 – The HECB issues a Request for Proposals (RFP) following consultations with the legislative fiscal and higher education committees, the Office of Financial Management, and representatives of the state's four-year colleges and universities.

May 11 – HECB staff conduct a bidders' conference in SeaTac. The conference is attended by representatives of Central Washington University, Eastern Washington University, The Evergreen State College, the University of Washington, Washington State University, and Western Washington University, as well as staff from the Council of Presidents and the Senate Higher Education Committee.

May 17 – The HECB issues a revised RFP in response to discussion at the bidders' conference. One revision allows the colleges to submit program development proposals that would not result in increased enrollment in 2004-05, in recognition of the fact that some institutions may need more time to develop certain high-demand programs than the three months available this summer. However, the RFP specifies that these proposals will receive lower priority than those that would expand enrollment during 2004-05. Another change encourages the institutions to address the goal of promoting diversity in high-demand fields as one of the desirable attributes of their program proposals. The May 17 RFP is included in Appendix C.

June 4 – The HECB receives 30 high-demand proposals prior to the 5 p.m. submission deadline. Twenty-seven proposals would support increased enrollment during 2004-05. Three proposals, including Western Washington University's only proposal for 2004-05, seek program development funding.

June 14 and 21 – The HECB convenes its 14-member review committee, which includes specialists in health-care, information technology, education and workforce development. On June 21, the committee reaches agreement on its recommendations for new enrollments and funding.

Review Committee Findings

The 30 proposals submitted by the six baccalaureate institutions requested more than twice as much funding and about 70 percent more enrollments than were provided in the supplemental budget. This continues a trend that has occurred in each of the HECB's high-demand competitions and reflects the fact that high-demand offerings are often some of the most expensive programs in the colleges' array of offerings.

The review committee, several of whose members also participated on last year's review panel, offers the following observations about the 2004 process and suggestions for future high-demand initiatives:

- Overall, **the quality of proposals continues to improve**, and the review committee extends its appreciation to the faculty and administrators who developed the proposals and responded to the committee's requests for clarification and additional information. In past years, a number of proposals did not meet the minimum requirements of the RFP, but no proposals were rejected for that reason this year.
- The committee generally supports a proposal from the HECB to develop an **ongoing process to designate certain academic fields** and programs as meeting the definition of "high-demand" – that is, reflecting both unmet student enrollment pressure and the availability of jobs in Washington for skilled graduates – but the reviewers said there is also significant value in preserving the opportunity for universities to identify additional high-demand fields based on unique regional and/or statewide needs and opportunities.
- The HECB once again received several **proposals whose budgets significantly exceeded the average per-student funding** of \$11,000 per year. For example, the committee was unable to recommend funding for proposals to expand programs in pathology and computer science from the University of Washington, because the projected per-FTE costs in both proposals exceeded \$35,000 – more than triple the average funding rate appropriated by the legislature. While not all high-demand programs are also high-cost, most are. This year, two-thirds of the proposals exceeded the \$11,000 per FTE rate.
- For the second consecutive year, the state's attempt to encourage **partnerships in high-demand fields between public and private colleges and universities** failed to generate a single multi-institution proposal. While the review committee did not have the opportunity to discuss this issue extensively, it is clear the current approach is not

achieving its goal of stimulating public/private partnerships. Debate during the 2004 legislative session and the governor's veto of a provision that would have permitted full competition among public and private colleges revealed deep philosophical and practical differences of opinion. **The legislative process is the most appropriate forum for resolution of this difficult issue**, and the review committee encourages lawmakers to discuss it in depth.

- The review committee also offered helpful **advice to the HECB staff** for future high-demand grant competitions, including strong encouragement to develop uniform standards for recognizing program costs that are shared within universities on a per-FTE basis. These include costs for student services, libraries, plant operation and maintenance, and other important programs that serve all students – not just those in specific programs. These suggestions will be acted upon when additional high-demand enrollment funding becomes available.
- The review committee did not recommend funding for **proposals that did not call for enrollment increases** in high-demand programs in 2004-05. The members believed the legislature and governor's primary intent in providing this funding was to support increased enrollment. For that reason, it did not recommend funding for the three proposals that were received for planning and program development in 2004-05. The HECB had revised its RFP to permit such proposals, but specified that proposals calling for enrollment increases in 2004-05 would receive a higher priority for funding.

Review Committee Recommendations

Based on its evaluation of the proposals, the review committee recommends the HECB approve the following actions:

1. **Authorize the HECB staff to develop contracts** for the projects proposed by the successful institutions listed in Appendix A and described below; and
2. **Direct the HECB staff to work with the institutions to clarify any unresolved issues** as it develops the contracts and throughout the academic year. In particular, staff should work with the Office of Financial Management and the universities to ensure consistent, accurate tracking of the increases in high-demand enrollment attributable to these projects.

The projects recommended by the review committee are summarized below. Except as noted, all funding and enrollment totals are for the 2004-05 academic year.

Central Washington University

Bachelor of Arts in Law & Justice – 25 FTE

Funding will enable expansion of the CWU program at the main campus in Ellensburg and at the university centers in Lynnwood, SeaTac and Pierce County. This program prepares students for careers in law enforcement, corrections, and the private security industry, and for law school. A recent survey of graduates showed that two-thirds were employed in law enforcement, crime prevention and corrections, in occupations ranging from police officers to park rangers to court administrators. The university has a 24-member advisory committee for the program that includes a wide range of law and justice professionals and educators, including representatives of the community college system.

Bachelor of Science in Construction Management – 8 FTE in 2004-05, 12 FTE thereafter

CWU's proposal will expand access to the growing field of construction management by adding a specialization in construction engineering. This funding will allow enrollment in the program to grow by about 20 percent, and will support the addition of such courses as contract law, methods of estimating costs, project management and equipment management. In addition, a senior capstone course will enable teams of students to develop comprehensive proposals for construction of a highway, bridge, utility installation or site development project.

Master of Science in Resource Management – 7 FTE

Funding will enable CWU to respond to strong student enrollment pressure in a degree program whose graduates enjoy a 100 percent job placement rate as urban and regional planners, environmental engineering technicians, mapping specialists and in other occupations. Graduates are primarily employed by private resource use or management companies, government agencies, and conservation organizations. American Indians, whose participation is supported by a U.S. Bureau of Reclamation grant program, represent nearly 25 percent of the students in this program.

Eastern Washington University

Bachelor of Science in Dental Hygiene – 6.5 FTE in 2004-05, 14 FTE thereafter

Funding will enable EWU to admit six additional students each year to its baccalaureate dental hygiene program at the Riverpoint Campus in Spokane. Currently, 30 students are admitted each year and receive specialized training augmented by an array of job-related general instruction. Only about one-third of qualified applicants are admitted to the program, which has a 97 percent graduation rate. All graduates have passed the state licensing exam,

and graduates typically receive multiple job offers. Unlike students who receive associate degrees in dental hygiene, baccalaureate-degree holders are qualified to become dental educators, a career field that is expected to grow significantly.

Bachelor of Arts in Special Education – 20.5 FTE

Funding will allow EWU to increase enrollment capacity in a program that trains teachers in one of the fastest-growing education occupations, both nationally and in Washington State. Currently, 122 students are declared special education majors, which represents a 60 percent increase in the past three years; this proposal would increase the number of declared majors by 17 percent.

The Evergreen State College

Master of Public Administration Tribal Governance Concentration – 25 FTE

Funding will enable TESC to add a full class of graduate students in the existing MPA program who will complete a series of core classes and additional courses that focus on tribal governance. This program will build on the college's demonstration project in this field, which recently graduated 12 students. Billy Frank Jr., chairman of the Northwest Indian Fisheries Commission and a former TESC trustee, said students in the demonstration project received "exactly the kind of training and experience that we will need to protect our natural resources and to create sustainable Indian reservation economies and communities."

University of Washington

Bachelor of Science in Bioengineering – 15 FTE

This proposal will enable the UW to accelerate the expansion of its bachelor's degree program in bioengineering by building on high-demand enrollment funding that was allocated by the HECB in 2003. Last year's HECB action allowed the university to expand the major by 30 FTE, to a total of 79 FTE in 2004-05. This year's funding will enable the addition of a further 15 FTE in each of the next two academic years. Bioengineering graduates typically enter the workforce or continue their education in medical school or other graduate programs. Bioengineering education is increasingly important to Washington's economy, and state labor forecasters project a 27 percent increase in employment in this field by 2012.

Bachelor of Science in Informatics – 35 FTE

Informatics is a relatively new field that integrates technology education – including computer science and engineering, networking and data management, with courses offered

through the Information School that focus on the study of information systems from the perspective of the users. The informatics graduation rate is among the highest in the university, and graduates are employed in companies ranging from Microsoft, Google and Amazon to small and mid-sized firms that need database administrators, systems analysts and other professionals with technical and user-focused expertise. The program currently has 70 declared majors and accepts fewer than 33 percent of all qualified applicants. This funding will increase those numbers to 105 students and about 60 percent beginning in 2004-05.

Doctor of Pharmacy – 10 FTE

This program will increase by seven the number of students admitted each year to the university's four-year "Pharm D" program and will increase the number of graduates in a field where reports consistently indicate extremely high demand for skilled workers. (Because students take more than the traditional full-time course load, each individual student generates more than one FTE per year.) A recent UW study found that all Washington hospitals report difficulty in recruiting licensed pharmacists. The program regularly achieves graduation and licensing exam passage rates of 100 percent. Also, about 80 percent of the graduates from this program report their first jobs are in Washington State.

Bachelor of Science in Electrical Engineering – 40 FTE

Additional funding will enable the university to admit an additional 40 students per year into a program that has consistently turned away between 40 and 200 eligible applicants each year. The admission of 40 additional students each year will increase the total capacity of the program from 428 to 468 students. While employment in engineering is expected to grow only modestly in the next two years, state estimates project a 10-year growth rate of about 24 percent for electrical engineers. The review committee considers this an especially good investment opportunity for state funds, in part because the UW program is a national model and is very well supported by industry donations of cash and in-kind services valued at more than \$1 million per year.

Washington State University

Bachelor of Arts in Management Information Systems – 28 FTE

This proposal calls for expansion of the MIS program through expanded capacity in the university's online program, available to students across the state. Because many students who enter the MIS distance education program attend college part-time, expansion of this component will complement the existing campus-based program and extend enrollment – and job – opportunities to students who are often unable to enroll at the Pullman campus. WSU reports growing employer recruitment of MIS graduates, and state and national job forecasts expect information systems occupations to be among the fastest-growing occupations over the next decade.

Expansion of Pre-Science and Pre-Health Science Curriculum – 30 FTE

Funding for this proposal will expand the university's overall capacity to serve students in a number of high-demand fields, including health care, biotechnology and genetics, by increasing enrollments in such "pipeline" courses as biology, chemistry, and physics. Enrollment pressure for core science courses has grown rapidly in the past several years at WSU, forcing the university to regularly close enrollments before student demand was met. The review committee believed that while this enrollment increase would not be focused on a specific academic major, it was very important for the state to support an expansion of capacity in courses that would, over time, help to increase the number of graduates in many high-demand occupations in the science and health fields.

Bachelor of Science in Nursing – 28 FTE

This proposal will increase enrollment in WSU's campus-based nursing programs in Spokane and the Tri-Cities, and in the university's Web-based program for registered nurses who received their initial training at community colleges. The program will enable the university to respond to substantial student enrollment pressure and the well-documented, critical need for more nurses in the state work force. The distance education component of the proposal will increase the university's ability to meet the needs of students and employers in rural as well as urban areas of Washington.

Bachelor of Science in Bioengineering – 20 FTE

WSU proposes to increase enrollments in a relatively new program that responds to rapid expansion of an important sector of the state's economy, and that is central to the university's strategic plans for the colleges of Engineering and Architecture, and Veterinary Medicine. With this support, the university will be able to ensure admission of transfer students into the bioengineering major, which would be much more difficult without this expansion. One-time funding would enable the university to establish and equip a technology-enhanced classroom and to expand laboratories focusing on bioinstrumentation and biomaterials.

Teaching Endorsements in ESL and Special Education – 30 FTE in 2004-05, 54 FTE thereafter

This proposal responds to the state's teacher shortages in two critical areas – English as a Second Language and special education. Current teachers could earn endorsements through the university's online programs and at branch campuses and outreach centers across the state. Per-student costs in these programs are relatively high in the first year but will decline significantly in 2005-06 and beyond as increasing numbers of students are served within the same funding level.

Appendix A

**Higher Education Coordinating Board
2004-05 High-Demand Enrollment Grants
Review Committee Recommendations**

Inst.	Program	2004-05 FTE	FTE in Future*	Recommended Funding	Cost per FTE
CWU	BA in Law & Justice	25	25	\$124,968	\$4,999
CWU	BS in Construction Management	8	12	96,577	12,072
CWU	MS in Resource Management	7	7	104,977	14,997
EWU	BA in Special Education	20.5	20.5	194,787	9,502
EWU	BS in Dental Hygiene	6.5	14	101,873	15,673
TESC	MPA – Tribal Governance Concentration	25	25	162,225	6,489
UW	BS in Bioengineering	15	15	190,292	12,686
UW	BS in Electrical Engineering	40	40	291,596	7,290
UW	BS in Informatics	35	35	243,910	6,969
UW	Doctor of Pharmacy	10	10	113,165	11,317
WSU	BA Management Information Systems	28	28	293,810	10,493
WSU	BS in Bioengineering	20	20	524,362	26,218
WSU	BS Nursing (RN-BSN)	28	28	570,981	20,392
WSU	Endorsements in ESL & Special Education	30	54.3	281,347	9,378
WSU	Pre-Science/Pre-Health Science	30	30	268,130	8,938
Total Recommendation		328	363.8	\$3,563,000	\$10,863
FTE/Funds Available for Grants		324.0		\$3,563,000	\$11,000
Variance		-4.0		0	-\$137
* Three proposals call for increased enrollments after 2004-05 within the funding shown.					

**Review Committee Members
High-demand Enrollment Proposals**

Michelle Andreas
Administrator for workforce education, State Board for Community and Technical Colleges

Cheryl Blanco
Senior program director, Western Interstate Commission for Higher Education
Boulder, Colorado

Troy Hutson
Executive director, Health Work Force Institute, Washington State Hospital Association
Seattle

Debora Merle
Higher education policy adviser, Office of the Governor

Terry Miller
Dean of nursing, Pacific Lutheran University
Tacoma

Rod Proctor
Proctor Consulting (representing the Washington chapter of the AeA)
Seattle

Renee Radcliff Sinclair
Director of congressional and public affairs, Northwest Region, U.S. Chamber of Commerce
Seattle

Doug Vaughn
Senior budget analyst, Office of Financial Management

Bryan Wilson
Associate director, Workforce Training and Education Coordinating Board

Jennifer Vranek
Executive director, Partnership for Learning
Seattle

Higher Education Coordinating Board staff
Bruce Botka, director of government relations and policy (project lead)
Nina Oman, associate director
LeeAnne Velez, secretary senior (project support)
Joann Wismann, director of administrative services



Request For Proposals – REVISED – May 17, 2004

Expansion of Enrollment Opportunities in High-demand Fields

Background

The Higher Education Coordinating Board (HECB) seeks proposals from Washington's baccalaureate colleges and universities to increase student enrollment in high-demand fields. This initiative is designed to respond to two related challenges. In many cases, college and university students are unable to take advantage of educational and career opportunities because enrollment access is limited in certain fields or programs. Simultaneously, many employers report difficulty in hiring enough qualified graduates from Washington state institutions to fill high-skill job openings.

To address these challenges, the 2003-05 state operating budget directs the HECB to design and implement a competitive process among four-year institutions to expand student enrollments in high-demand fields.

In the original biennial budget, private (independent) four-year colleges and universities were allowed to participate as partners of the public baccalaureate institutions. In the Legislature's 2004 supplemental budget, the partnership requirement was replaced by a provision to permit independent colleges and universities to directly submit proposals for funding during the 2004-05 academic year. However, this provision was vetoed by the Governor. The effect of the Governor's veto was to restore the original provision permitting independent colleges to compete for high-demand funding as partners with public institutions, but not to directly submit proposals for the 2004-05 academic year.

Key Provisions For 2004-05

- Proposals will be accepted from any Washington public baccalaureate college or university, either individually or in partnership, including partnerships with private colleges or universities. Proposals may be submitted for undergraduate or graduate-level degree and certificate programs. Public four-year colleges may submit multiple proposals, and each will be evaluated separately based on the criteria described in this request for proposals.

- A total of approximately \$3.6 million is available during 2004-05 to support about 324 FTE student slots. Institutions may request funding for any number of enrollments up to those annual totals.
- State funds are budgeted at an average rate of \$11,000 per FTE. Institutions may submit proposals for funding at higher or lower rates per FTE. Proposed program budgets must account for both state funds and expected tuition collections associated with the proposed new enrollments, and must identify one-time and ongoing costs.
- Institutions may submit proposals for programs in any high-demand academic field as described in the “Review Criteria” section of this document. Among proposals judged to be of equal merit, programs in (1) nursing and other health services; (2) applied science and engineering; (3) teaching and speech pathology; (4) computing and information technology; and (5) viticulture and enology will receive priority. Priority also will be given to compelling proposals that document regional student and employer demand in fields not specified above.
- Proposals must describe the institution’s plans to continue the proposed high-demand programs after the 2003-05 biennium.
- In addition to proposals to increase high-demand enrollment in 2004-05, an institution or partnership may submit one or more proposals for high-demand program development funding that would **not** produce enrollment increases in 2004-05 but would enable the institution(s) to expand enrollment in specifically identified fields or programs during the 2005-07 biennium and beyond. These proposals will receive a lower priority for funding than those that would increase high-demand enrollments in 2004-05.
- Program budgets and work plans will be incorporated into interagency agreements between the institutions that receive high-demand enrollment funding and the Higher Education Coordinating Board. The HECB will provide a budget template to promote consistency in the development of funding proposals.
- The HECB, with the cooperation of the participating institutions, will report to the Governor and Legislature on the impact of this initiative. Institutions that receive high-demand enrollment funding will provide accountability information as outlined in the interagency agreements/contracts to fulfill the reporting requirements described in the state operating budget. The HECB may request additional information if needed to fulfill state reporting requirements.

Review Criteria

In order to be considered for funding, proposals **must** address the following requirements:

- **Identification of goals and outcomes.** Institutions must clearly describe the desired goals and outcomes of the proposed projects. Proposals must include strategies to assess and

report the graduation or completion rates of students, the employment experience of recent program graduates, and other indicators to permit the evaluation of project results.

- **Demonstration of high demand among students and employers.** Proposals must demonstrate:
 1. That new enrollments will be targeted to programs in which student demand for enrollment exceeds the opportunities available at the participating institution(s); **and**
 2. That the students who would benefit from these increased enrollment opportunities will be sought by employers in Washington state for jobs related to their instruction in high-demand fields.
- **Responsiveness to state and/or regional economic needs.** Proposals must describe how they respond to statewide and/or regional economic needs and opportunities. Relevant documentation may include local, regional or statewide economic development strategies, identification of regional industry clusters, labor market information, community development goals, etc.
- **No supplanting.** Proposals must demonstrate that the requested new enrollments would augment existing enrollments. This funding is not intended to supplant enrollments that have been funded through other sources, or to offset or “backfill” budget cuts or over-enrollments that have occurred during the 2003-05 biennium. High-demand enrollment reporting will be governed by the Office of Financial Management (OFM) as part of the statewide enrollment system. OFM will issue instructions to the institutions that receive high-demand allocations to ensure consistent and accurate reporting.

Competitive proposals *may also address* the following desirable attributes:

- Responsiveness to the goal of expanding access and participation in high-demand programs for **all** Washington residents, especially students from segments of the state population that have been historically under-represented in college participation.
- Partnerships among institutions and/or collaboration with community and technical colleges to improve articulation and transfer for two-year college students in the specific high-demand fields addressed in the proposals.
- Partnerships with private-sector businesses, industry associations or other organizations that stand to benefit from the state’s investment in the proposed education programs. These partnerships may include contributions of in-kind assistance or donations of funds, equipment or other resources and activities.
- Sources of additional funding, such as government or industry grants or internal budget reallocations, that are intended to supplement the state high-demand enrollment funds.

- Opportunities for students to gain work experience related to their high-demand field of study while attending college.

Application Process

Proposals must be delivered no later than 5 p.m. Friday, June 4, 2004, to the office of the Higher Education Coordinating Board, 917 Lakeridge Way SW, Olympia WA 98502-6035, to the attention of LeeAnne Velez. Electronic submissions (fax or e-mail) will not be accepted.

Each proposal may contain no more than 15 letter-sized pages (not counting attachments). Institutions that make multiple proposals may use up to 15 pages for each proposal.

The original proposal must be dated and signed by: 1) the president or chief academic officer of each participating institution, and 2) the chief financial officer of each participating institution.

Twelve (12) copies of each proposal must be delivered with the original. Proposals must include the following:

- **Cover page:** Identify the submitting institution, the title of the high-demand program being proposed, the amount of funding and number of enrollments being requested. Display the name and signature of the chief academic officer and chief financial officer of each participating college or university and contact information for people who would be available between June 4 and July 22, 2004, to provide additional information.
- **Program description:** Briefly describe the proposed program, including a work plan showing the project development schedule and the timetable of enrollment increases (headcount and FTE).
- **Responsiveness to economic needs:** Describe and document the relevance of the proposal to statewide and/or regional economic needs and opportunities.
- **Demonstration of demand:** Describe and document the demand among students for the program being proposed, and among employers for the program graduates. Proposals that do not provide specific evidence of both unmet student and employer demand will not receive funding.
- **Identification of program goals, outcomes and assessment plan:** Describe the specific goals and outcomes of the program and the methods that will be used to evaluate the program's effectiveness.
- **Proposed budget:** Demonstrate how the institution intends to use high-demand grant funds and associated tuition revenue to make significant progress toward the desired goals during the 2003-05 biennium. The following budget issues and expenses must be addressed:

- **State funding plus expected tuition revenue** – Program budgets must reflect both state funds and expected tuition collections associated with the proposed new enrollments. Budgets may also indicate the proposed use of other funds, such as private contributions, grants or internal budget reallocations.
 - **Personnel** – Include salaries and benefits. Indicate the number and type of faculty and staff (headcount and FTE) necessary for the project.
 - **Equipment** – Proposed equipment purchases must be directly related to the proposed academic program.
 - **Contracts** – Describe personal services contracts if applicable.
 - **Other costs** – Display proposed funding for student support services, libraries, plant operation and maintenance, and other costs that are commonly distributed among all academic programs at the institution.
 - **Indirect costs** – Reimbursement for indirect costs related to project management may not exceed **8 percent** of the total project cost. This standard is based on the indirect cost limit of the U.S. Department of Education for educational training projects.
 - **Recurring vs. non-recurring costs** – Proposals must distinguish between one-time and ongoing costs.
 - **Plan to continue program beyond 2003-05 biennium** – Proposals must describe the institution's plan to serve students in the identified high-demand program beyond the 2003-05 biennium. (**Note:** While past HECB high-demand grants have been reflected in the receiving institutions' subsequent state funding base, there is no guarantee that state funds will be available for these projects beyond the 2003-05 biennium.) Proposals for program development grants must describe plans to begin the proposed program in the 2005-07 biennium.
- **Attachments:** Attachments may include evidence of partnerships or collaboration, letters of support, or any other information that responds to specific elements of this RFP. Attachments will not be counted against the 15-page limit.

Selection Process

A review committee formed by the HECB will evaluate the competitive proposals. The committee will include representatives of the HECB and OFM, and specialists in higher education, labor market and economic development issues. The review committee will include public- or private-sector specialists in fields that are the focus of specific enrollment proposals. The committee also may include representatives of regional higher education organizations.

Institutions may be asked during the selection process to clarify their proposals and to address possible adjustments of proposed enrollment or budget levels.

The HECB intends to select the successful proposals for 2004-05 at its regular meeting in Cheney on July 22, 2004, taking into account the evaluation and recommendations of the review committee. Funds for the successful projects will be released following the signing of contracts

between the institutions and the HECB. Contracts will incorporate the institutional proposals and budgets, and will address reporting and accountability requirements.

Bidder's Conference And Additional Information

A bidder's conference is scheduled for **9:30 to 11:30 a.m. Tuesday, May 11**, at SeaTac (specific location to be determined). This request for proposals will be discussed in detail, and institutions may seek further clarification of information related to the submission and evaluation of proposals.

To register for the bidder's conference, please contact LeeAnne Velez at 360-753-7800 or by e-mail at leeannev@hecb.wa.gov. For more information about this request for proposals, please contact Bruce Botka at 360-753-7811 or by e-mail, bruceb@hecb.wa.gov.

RESOLUTION NO. 04-17

WHEREAS, The Higher Education Coordinating Board (HECB) was directed by the legislature and governor in the 2004 supplemental state budget (HB 2459) to distribute approximately 324 new full-time equivalent (FTE) enrollments to high-demand fields and programs at the state's baccalaureate colleges and universities during the 2004-05 academic year; and

WHEREAS, The Higher Education Coordinating Board developed and implemented a competitive process for awarding the new enrollments in consultation with the Office of Financial Management and the legislative fiscal and higher education committees; and

WHEREAS, Upon the completion of that process the board received recommendations for the distribution of the new enrollments and associated funding from a review committee whose members included representatives of the board and the Office of Financial Management, industry and education experts and labor-market specialists; and

WHEREAS, The board agrees with its review committee that the proposals recommended for funding represent an excellent opportunity to expand enrollment in fields that are experiencing strong enrollment demand, and whose graduates are in demand among Washington employers;

THEREFORE, BE IT RESOLVED, That the HECB approves the recommendations of its high-demand enrollment review committee and directs the staff to execute interagency agreements with the successful institutions for the allocation of the new enrollments and the release of related funding; and

BE IT FURTHER RESOLVED, That the HECB staff is directed to work with the institutions to address any remaining unresolved issues related to the interagency agreements, and to work with the Office of Financial Management to develop consistent methods of tracking and reporting the expanded enrollments to the legislature and governor; and

BE IT FURTHER RESOLVED, That the board extends its sincere thanks and appreciation to the members of the review committee who evaluated each proposal and invested significant time and effort to develop an excellent funding recommendation.

Adopted:

July 22, 2004

Attest:

Bob Craves, Chair

Gay Selby, Vice Chair



2004 Strategic Master Plan for Higher Education

HECB Meeting
July 22, 2004
Final Draft

2004 Strategic Master Plan for Higher Education

Introduction

The mission of Washington's higher education system is to support the economic, cultural and civic vitality of the state through education, research and public service to provide tangible benefits to residents, businesses and communities.

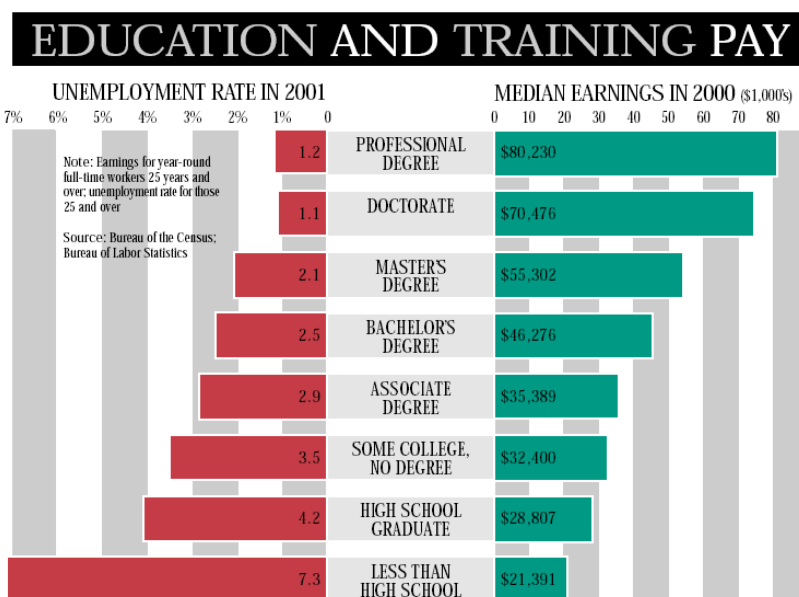
Overview

Education is the cornerstone of our democracy. It is as fundamental to our society as the right to vote. In fact, the founders believed that only an *educated* citizenry could achieve the goals of the new nation. Today, we know that a strong education system is the thread that binds the fabric of our society. It is the engine that drives our economy. It is the best hope for a brighter future for every generation. That is as true of the higher education system – the subject of this report – as it is of the K-12 system.

Ideas such as those in the paragraph above are often expressed – and received – as a mild, soothing tonic, pleasant but quickly forgotten when the discussion shifts to “key” issues. But a strong higher education system *is* vital to our collective future. It is impossible to overstate that fact.

Higher education is the gateway to full participation in the economic, social, and cultural benefits of society. As the chart shows, higher education leads to greater earning power and less unemployment. Increased education has a direct correlation to increased health insurance coverage, greater personal savings, and other job benefits. Individual benefits extend beyond the financial. More education and its accompanying earning power generally mean better health and longer, richer lives.

Higher education benefits society as well, both because of the contributions of those who participate and because the higher education endeavor itself enriches the state's economy.



Individual earning and spending fuel the state's economy. People with a higher education earn more, spend more, and contribute more in economic productivity and tax revenue. On average, someone with a college degree spends 72 percent more annually – and contributes that much more to the state's sales tax base – than someone without. A college graduate is also less likely to require governmental entitlement programs.

College-educated citizens drive the businesses of this state – large and small – not only through employment, but also through the entrepreneurial spirit necessary for economic advancement. Partnerships between industry and colleges and universities on research and development grants and in shared commercial ventures hone the state's competitive edge and bring new products and services to the marketplace.

Ironically, we seem to regularly *under-value* our system. How else to explain that state per-student funding has actually declined when adjusted for inflation during a period when the vast majority of people believe a college education is more important than ever? How else to explain that for every 100 students who enter the ninth grade, only 69 have graduated from high school four years later, and just 34 have graduated from college with a baccalaureate degree six years after that? How else to explain that state support for students in Washington's two-year and four-year colleges has stopped keeping pace with population growth and the demand for academic, job training and basic skills instruction? And finally, how else to explain that the state does not have a comprehensive data system to accurately evaluate the progress and success of its students and colleges?

In the end, the *value* we place on education will determine our collective future. Our commitment to educational opportunity for students, to funding support for our colleges, and to the need for accountability for performance, will determine the strength of our educational system and our societal fabric, the vitality of our economy, and the opportunity available to all who live here.

In this plan, the Higher Education Coordinating Board describes its vision, goals and specific proposals for improving the higher education segment of the state's education system. These elements are described in detail elsewhere in this document, but several overarching points of context have framed and focused this entire report:

Continuing the status quo is not good enough. Washington has an excellent higher education system, but its quality cannot be taken for granted. The HECB believes the state system is not funded as well as it should be, and it is not working as effectively as it could for students, institutions and policy makers.

The state must focus on a limited number of priorities. Washington must resist the impulse to identify an ever-expanding list of well-intended goals, strategies and new programs. Instead, we must relentlessly *limit* ourselves to only the highest priorities. In this plan, the Board's highest priorities are restricted to two goals: 1) Increase the number of students who complete their studies and earn college degrees, certificates and other credentials of success, and 2) Make the higher education system more responsive to the needs of the state economy.

Washington must have both a well-funded higher education system and one that is responsive to performance measurement and accountability. The Board is fully committed to advocating higher state spending for colleges and universities, including increased financial aid for deserving students. It also endorses accountability for performance, because the taxpayers of Washington deserve to know two things: 1) that the state coordinating board is doing its part to build a strong system, and 2) that the public's investment in higher education is being well used.

The state of higher education in Washington

This is a difficult time for the people of Washington. Recession has gripped the state for several years. Washington has endured the loss of tens of thousands of living-wage jobs, the failure of hundreds of small businesses and start-up companies, and a fiscal crisis that will continue to force state government to address monumental revenue losses and budget shortfalls. The rapidly rising costs of “doing the people’s business” – providing education, social services, law enforcement, transportation and health care – are outrunning the capacity of the current state tax system to generate revenue.

If Washington is to maintain, let alone improve, the quality of life for all of its residents, we must find new ways to analyze and solve problems affecting issues of transportation, health care, the environment and social services. Solving those problems requires a commitment to higher education – not only as a foundation for growth, but also to meet the demand for workers who have the knowledge and skills to address these critical issues when they enter the job market.

In Washington, rapidly increasing demand and a demographic surge will produce unprecedented numbers of high school graduates by 2010 and will push the capacity of our public colleges and universities to the brink. Severely restricted state funding – including higher education budget cuts in the 2003-05 biennium and failure to keep pace with inflation in other years – create added pressure. Double-digit tuition increases in recent years have strained family budgets and made it difficult for students to plan and pay for their college careers.

Meanwhile, the productivity of our higher education system – the number of students who earn degrees, certificates and other credentials – is not keeping pace with the state's economic needs. The state is simply not producing enough job-ready graduates, nor is it serving enough students in pre-college programs (especially adult basic education and ESL) that are the gateway to employment and further education for large and growing numbers of residents.

We must recognize that not all of tomorrow’s jobs will require a two-year or four-year degree. Workforce training programs play a significant role in the state’s higher education system, and must be clearly aligned with other post-secondary options for every student leaving high school.

No longer do mounting pressures on the state’s higher education system affect only budget decisions or classroom space. Today, these converging challenges threaten the very promise of higher education for the state’s high school graduates, as well as countless other “non-traditional” students.

Every public college in the state is overenrolled, with the two-year schools supporting about 14,000 more fulltime equivalent students than are funded by the state, and the four-year schools enrolling an additional 4,000 students. Enrollment pressures continue to expand. As of June 2004, all five public universities have halted new freshman admissions, some for the first time ever, and slots for transfer students appear to be limited as well.

A recent national study found that more than 90 percent of high school graduates expect to go to college, and more than 70 percent expect to earn degrees. The glaring reality is that the state is not even close to meeting these expectations – nor will it ever be, unless we take steps now to ensure adequate, predictable funding for higher education as a way of meeting increased demand.

If not addressed, all of the challenges facing higher education will lead to the same ominous outcome: a weakened economy, less opportunity for students, wasted talents and broken dreams. Perhaps the most alarming trend is that higher education is being squeezed out of the longstanding realm of a public benefit, and into the narrower class of a private good. We may be on the right track in recognizing the obstacles ahead, but we are clearly moving in the wrong direction if we neglect to face the problems head-on.

Setting a new course based on core values

Faced with new and growing pressures on higher education as a whole, it is clear that maintaining the status quo will close the door of opportunity for thousands more students, while easily undermining both the quality of our system and the state's competitive global advantage. It is time to chart a new course.

The 2004 Strategic Master Plan for Higher Education is based on four core values:

- All students, regardless of their income, race, ethnicity, gender or personal background, deserve the opportunity to enroll and succeed in college.
- Our entire society benefits from a strong higher education system, so everyone should share the responsibility for its quality.
- The needs and interests of students should be at the center of higher education decision-making.
- The state's commitment to higher education must be broad enough to meet the needs of all students – whether they are learning English or basic skills, preparing for the workforce, or earning an advanced degree – and it must be focused enough to acknowledge and integrate the ongoing reforms in the K-12 system.

Helping students succeed; helping the state prosper

The 2004 master plan will build on the strengths of the state's current system of higher education, while ensuring access and fostering success for students and creating a stronger connection between postsecondary education and the state's changing economy.

Following the strategies outlined in the plan will lead to greater opportunity for students, more graduates, enhanced funding that is linked to results, a renewed focus on the needs of statewide and regional economies, and more reliable and consistent information about student progress for use by policy makers.

Goals

For Washington to remain competitive in a changing global economy, we must increase the number of educated and skilled people in Washington. And we must harness the power of higher education to stimulate economic growth and create jobs.

That means increasing the number of students who earn college degrees and complete job training programs every year. It also means increasing the responsiveness of our colleges and universities to the state's economic needs to create more jobs and more opportunity for all Washingtonians.

In this master plan, the Board is setting clear and measurable goals, with a focus on results rather than inputs alone. Although we cannot measure every aspect of higher education's contribution to our society, we can send a clear message that college degrees matter and that education and training are inextricably linked to our future regional and state prosperity.

Goal 1: Increase opportunities for students to earn degrees

It is no longer enough to attend college. Students must succeed – and graduate. When more students earn college degrees, everyone benefits. The students earn higher incomes, enjoy a better quality of life, and are less likely to be unemployed. And a better-educated workforce translates into higher tax revenue, greater civic participation, and a stronger state economy.

That is why the Board is calling for a 12 percent increase in the total number of students who earn college degrees per year by 2010.

Specifically, by 2010:

- The number of students who earn associate's degrees will increase by 1,700 to reach 23,500 per year.
- The number of students who earn bachelor's degrees will increase by 4,100 to reach 30,000 per year.
- The number of students who earn graduate degrees will increase by 1,300 to reach 11,500 per year.

Goal 2: Respond to the state's economic needs

Washington's future competitiveness in the global economy depends on having an educated and skilled workforce. Yet this competitiveness is limited by too few workers with the high-level skills required for jobs in many high-demand fields, and too many workers without the basic workplace skills required to obtain the most desirable jobs and to continually adapt to the changes that will continue to affect our evolving economy.

Washington needs a coordinated strategy to increase the collective economic responsiveness of its colleges and universities.

Specifically,

- The number of students who earn degrees and are prepared for work in high-demand fields will increase by 300 per year to reach a cumulative total of 1,500 by 2010.
- The number of students who complete job training programs will increase by 18 percent to reach 25,000 per year.¹
- The proportion of basic skills students who demonstrate skill gains will increase from 51 percent to 80 percent.²

¹ This goal is based on a goal adopted by the State Board for Community and Technical Colleges.

² This goal is based on a goal adopted by the State Board for Community and Technical Colleges.

*Strategic Master Plan
Policy Proposals*

Funding for Student Success

Overview

The state's current approach to funding higher education is based on the number of students who are enrolled. It does not promote student success well, and does not reward colleges and universities for making progress on state higher education goals.

The Board believes that Washington must fundamentally change the way it does business. In this strategic master plan, the Board has set clear and measurable goals, with a focus on results rather than inputs alone. It is no longer enough for students to attend college. They must succeed too.

Consistent with its emphasis on results, the Board is proposing a new funding incentive that will reward Washington's public colleges and universities for student success. "Student success" can be measured in many ways, from the number of degrees and certificates earned to the completion of adult basic education or English as a Second Language programs. Linking higher education funding to student success will help increase the number of students who earn degrees and are prepared for work in Washington – key goals outlined in the strategic master plan.

The Board recognizes, however, that this incentive program must recognize the differences among the state's public research universities, comprehensive colleges and universities, and community and technical colleges. And it believes that performance contracts negotiated between an individual college or university and the state would be an effective tool in doing that.

The performance contract would spell out the expected level of "student success" from the college or university. If the college or university exceeded that level, it would be rewarded with a bonus. The amount of the bonus would be negotiated in the contract, and would take into account the costs to the college or university of producing additional student successes. The performance contract also would need to address the admission practices and graduation requirements of the college or university to ensure continued access, diversity, and quality.

Analysis

The state budget currently funds each public college and university for a specified number of full-time enrollments (FTE), and each school manages its enrollment level accordingly. If an institution falls below this level, the Legislature sometimes has reduced funding to that institution. While colleges and universities do not necessarily want to exceed the budgeted FTE enrollment level by a significant amount, they certainly do not want to go under it. In a perverse way, a higher than expected level of student graduations could reduce an institution's student level, and endanger its funding.

Although public colleges and universities monitor results and student successes, they are not as important as meeting enrollment targets from a financial perspective. Thus, graduation rates, time to degree, graduation efficiency, credits earned, and other measures often are secondary considerations.

Washington's current funding method

States generally choose one of two methods to fund their higher education systems: (1) “funding formulas” or (2) “cost-plus” or “incremental budgeting.” Both methods are student-driven.

In practice, Washington currently uses “incremental budgeting.” The Legislature and Governor begin with the budget from the preceding year and adjust for one-time costs and inflation to create a “base” budget. New items are funded as specific “policy decisions.” Common policy enhancements include new enrollments, as well as salary and benefit increases. During a recession, across-the-Board reductions in state funding are a common budget cut.

A new bonus that rewards student success

To implement “funding for student success,” the state would accept the current higher education budget, as well as the current number of “successes earned” as a base. This approach protects current base funding for all colleges and universities. Funding for student success would be a policy addition to the higher education budget.

While this proposal does not focus exclusively on reducing time to degree, its focus on increasing the number of degrees should improve graduation rates for all students. As the chart below shows, a significant proportion of students who enroll in Washington's public colleges and universities do not earn their bachelor's degrees within six years, and there is wide variation by race and ethnicity. A results-oriented financial incentive would encourage colleges and universities to closely monitor these students and inspire them to graduate.

First-time, Full-time Students Seeking Bachelor's Degrees: Percentage of Students Who Graduated in Six Years (Enrolled in Fall 1996 – Graduated by August 2002)					
	White	Asian	Hispanic	African American	American Indian
UW-Seattle	71%	71%	68%	54%	46%
WSU	64%	50%	51%	46%	53%
CWU	52%	41%	40%	38%	46%
EWU	50%	36%	43%	35%	46%
TESC	45%	59%	60%	50%	43%
WWU	65%	53%	53%	57%	50%

Source: IPEDS

Costs

The Board's Funding for Student Success proposal will require additional state funding over the current level. The Board believes that Washington's higher education system is in dire need of additional state funding to expand access and maintain quality. But it believes that any additional state funding must be tied to producing measurable results, as outlined in this proposal.

Allocating Student Enrollments

Overview

Increasing opportunities for students to earn degrees between now and 2010 requires that the state plan for the enrollment that will be needed to meet that goal. The state will need to provide increased student enrollments, along with the necessary funding for the faculty and courses. In addition, the 2004 Legislature directed the Board to address enrollment allocation as a way of sizing and shaping the future of the state's higher education system.

Key questions include:

- How many additional students will need to enroll?
- Where will these students attend college?
- How much will it cost?

Key issues include the distribution of student enrollment:

- Between public and private colleges and universities;
- Between four-year and two-year colleges and universities;
- Among the four-year colleges and universities; and
- Across urban, suburban, and rural settings.

With limited state resources, it is imperative that the Board's proposal optimize the state higher education system. The Board will make specific enrollment allocation recommendations when it submits its budget recommendations.

Analysis

Allocating student enrollment to meet the Board's goals requires answering the following questions:

- Step 1: How many degrees will students earn in the public and private sectors?
- Step 2: How many public sector enrollments are needed to meet the public sector goals?
- Step 3: How much of a change is this from current enrollments?
- Step 4: What is the physical capacity of the public colleges and universities?
- Step 5: What is the regional demand for additional student enrollments?
- Step 6: What are the funding needs for the additional student enrollments?

The answer to each question will have ramifications for the others. The Board is in the process of constructing a simulation model to help state policymakers analyze the fiscal impact of various enrollment, tuition, financial aid, state support, and capital facilities alternatives.

The Board has set three specific targets for the number of degrees that students will earn by 2010: 11,500 graduate degrees; 30,000 bachelor's degrees; and 23,500 associate degrees. Students will earn these degrees at public and private colleges and universities.

Overall Number of Degrees to be Earned in 2010 at Public and Private Colleges and Universities	
Graduate Degrees	11,500
Bachelor's Degrees	30,000
Associate Degrees ¹	23,500

In addition, the Board has set a target of 25,000 per year for the number of students who will complete job training programs ("Prepared for Work") in the community and technical system.²

Step 1: How many degrees will students earn in the public and private sectors?

A system of higher education that sets goals for degrees earned must include both the public and private sectors. This is the initial step in shaping higher education in Washington State. The Board assumes that the public and private sectors will grow at the same rates between now and 2010, and that their historical shares will remain the same. For example, the Board assumes that the public colleges will continue to produce 57 percent of all graduate degrees, which translates into 6,555 graduate degrees annually in 2010.

Number of Degrees to be Earned in 2010 by the Public and Private Sectors Based on Their Historical Shares				
	Public Share	Public Goal	Private Share	Private Goal
Graduate Degrees (11,500)	57%	6,555	43%	4,945
Bachelor's Degrees (30,000)	76%	22,800	24%	7,200
Associate Degrees (23,500)	93%	21,855	7%	1,645

The target of 25,000 per year for the number of students who will complete job training programs will occur entirely in the public sector.

Step 2: How many public sector enrollments are needed to meet the public sector goals?

Determining the number of annual student enrollments (FTE) needed to reach the Board's public sector goals requires comparing the number of students enrolled today with the number of degrees being earned.

Although the number of degrees earned per FTE student varies by institution, the example below uses the average for the four-year public sector. In addition, it does not change the current ratio of degrees earned to enrolled students and does not incorporate any new "efficiencies" in how many students it takes to produce a degree.

¹ Includes both academic "liberal arts" and workforce education "non-liberal arts" associate's degrees.

² The goal of "Prepared for Work" is not exclusively a degree goal. It includes certificates and/or a certain number of job training courses, in addition to a share of the associate degrees. Adopted by the State Board for Community and Technical Colleges, this goal is a long-term goal (some year prior to 2010). The State Board for Community and Technical Colleges is expected to update this goal later this year.

Meeting the Goal of Degrees to be Earned by 2010: Student Enrollments (FTE) Needed at the Public Four-year Colleges and Universities			
	Public Degree Goal	Number of Degrees Earned Per 100 Actual FTE Students	Annual FTE Enrollments
Graduate Degrees	6,555	32.8	19,985
Bachelor's Degrees	22,800	26.8	85,075
Total			105,060

To meet the public degree goal of 22,800 bachelor's degrees and 6,555 graduate degrees per year will require 105,000 annual student enrollments (FTE) by 2010.

In the public two-year system, there is an overlap in the associate of arts degree and Prepared for Work goals. Some of the Prepared for Work students earn associate degrees. The associate degree goal of 21,855 needs to be divided between the transfer-oriented liberal arts associate degree and the professional/technical workforce oriented non-liberal arts associate degree. The split is 66 percent liberal arts and 34 percent professional/technical. In addition, the State Board for Community and Technical Colleges provides pre-college and basic skills courses as a part of its mission. These courses make up 24 percent of their student FTEs.

Meeting the Community and Technical College Goals: Student Enrollments (FTE) Needed at the Public Two-year Colleges			
	Goal	Outcomes per 100 Actual FTEs by Course	Annual FTE Enrollments
Associate Degrees – Liberal Arts	14,424	24.2	59,724
Prepared for Work	25,000	41.8	59,828
Basic Skills/Pre-College			37,753
Total			157,305

To produce 14,424 liberal arts associate degrees and 25,000 students who are prepared for work (which includes another 7,431 associate degrees), while maintaining basic skills and pre-college courses, will require 157,000 FTE students.

Step 3: How much of a change is this from current enrollments?

Meeting these degree goals will require about 31,000 more students than are currently enrolled in the state's public higher education system, or about 46,000 more enrollment slots than are budgeted for 2004-05. The total number of public FTE students required to meet the strategic master plan goals is about 262,000. During the 2003-04 academic year, about 232,000 FTE students were enrolled. The number of FTE student slots budgeted for the 2004-05 academic year is 216,000.³

³ This includes nearly 3,000 FTE students that were added in the 2004 Supplemental Operating Budget.

Meeting the Goal of Degrees to be Earned by 2010: Additional Student Enrollments (FTE) Needed at the Public Colleges and Universities					
	2003-04 (Actual)	2004-05 (Budgeted)	Goal for 2010	Increase Over 2003-04 (Actual)	Increase Over 2004-05 (Budgeted)
Four-year Colleges and Universities	90,203	87,629	105,060	14,857	17,431
Two-year Colleges	141,605	128,412	157,305	15,700	28,893
Total	231,808	216,041	262,365	30,557	46,324

Step 4: What is the physical capacity of the public colleges and universities?

Each college or university has constraints on its capacity based on either physical limitations or its institutional strategic plan. As of 2002, the planned capacity (by 2010) and institutional strategic plans indicate that the four-year colleges and universities in total will have enough classroom and lab space to accommodate 120,000 students – nearly 30,000 more FTE students than were enrolled in 2003-04. This compares favorably to the enrollment growth of 15,000 needed to meet the Board’s goal for the number of degrees earned. Some of these spaces are programmatically unfit and will require modernization. Additionally, enrollment growth at the existing four-year campuses will require creating new instructional support and student-service space. And the location of much of the additional space (eastern Washington) may not match the growth areas of the state (the Puget Sound region).

Planned capacity at the two-year colleges is 92,600 student FTE enrollments by 2010. Actual enrollment in 2003-04 is 141,600, which suggests that the system is already “over-capacity” by about 49,000 students. The two-year system is currently accommodating the extra students in crowded spaces or using other spaces that are neither owned nor leased. Meeting the goals would require providing additional capacity for another 16,000 student FTEs in the two-year system by 2010.

Step 5: What is the regional demand for additional student enrollments?

A systematic approach to enrollment allocation will require distributing the enrollment slots among the individual colleges and universities. This allocation must take into account not only the capacity issue described above, but also the geographic and program needs of students and the state’s economy.

Step 6: What are the funding needs for the additional student enrollments?

Finally, a systemic approach to enrollment allocation must consider the additional costs at each of the institutions for funding additional students. There are a number of issues to consider when funding additional students, such as whether the funding should be allocated according to the average cost per student, the marginal cost per student, or the funding level of similar colleges and universities in other states (peer averages). In addition, “high-demand” enrollment slots,

which generally are more expensive, have been funded historically at higher amounts than “general” enrollments. Finally, there are funding differences among the sectors (research, comprehensive, and community and technical colleges) and between undergraduate and graduate level enrollments.

Next Steps

The Board will make budget recommendations that implement the policies needed to attain its goals. These will include the students needed to attain the degree goals along with the necessary funding for operating and capital purposes. Board staff is currently constructing a computer simulation model that will allow the sizing, shaping and financing of public higher education.

Increasing the Number of Degrees in High-demand Fields

Overview

The ongoing evolution of Washington's economy from one based on manufacturing to one that rewards knowledge, skills and education has been well documented. However, state higher education funding to help Washington residents benefit from growth in knowledge-intensive, high-income sectors has been stagnant at best. Inflation-adjusted per-student funding for the state's colleges and universities has steadily eroded since the early 1990s.

In this environment, it is critical that the state align its limited resources for public higher education with the needs of the economy. Traditional liberal arts education must remain a core component of the state's higher education system because the skills it imparts are central to business and career success. However, the state also must respond to student and employer demands in fields where current or projected job creation outpaces the capacity of the higher education system to produce trained graduates. This means targeting new funds and program development efforts to health care, biotechnology, and other fields that address statewide and regional opportunities and priorities.

The Board has set goals to increase the number of degrees earned and the number of students who are prepared for work. It is reasonable to expect that a portion of this increase would be devoted to high-demand fields. Each year through 2010, the Board proposes to increase the number of students who earn degrees and are prepared for work in high-demand fields by 300 per year for a cumulative total of 1,500. Such a target would require adding about 1,000 FTE students to the higher education system each year.

Analysis

What is "high demand"?

High-demand programs have two primary elements: (1) instructional programs or fields in which student enrollment applications exceed available slots, and (2) career fields in which employers are unable to find enough skilled graduates to fill available jobs.⁴ This definition recognizes both excess student demand for a program and high societal need for graduates in given fields. Satisfying both elements is critical. Fulfilling student demand without subsequent placement with employers will quickly lead to flooding the job market with unemployed graduates. Expanding programs because of employer demand without a queue of students will lead to unused capacity. Plus, a shortage of workers is not necessarily the result of limited instructional capacity but could be symptomatic of the working conditions and/or wages in the occupation – problems that need to be addressed by other means.

⁴ For a discussion of high-demand definitions, see "High-Demand Enrollment Reports, 2001-03, Overview and Executive Summary," Higher Education Coordinating Board, December 2002, and "High Demand – High Need – High Cost Enrollment Allocations, 2001-03," Council of Presidents' Interinstitutional Committee of Academic Officers, November 15, 2002.

Policy and practice in Washington

In Washington, the Governor and Legislature have provided funds intermittently since 1999 to support the creation of new enrollment slots in high-demand programs, in response to competitive proposals from the public two-year and four-year colleges and universities. Appropriations were made in the 1999-2001 and 2003-05 biennia, while in 2001-03, lawmakers asked the public colleges to submit reports about how they were or were not able to respond to high-demand program needs.

In the 2003-05 operating budget, the Legislature has identified certain fields it believes to be “high-demand.” For the public four-year colleges and universities, these fields include: (1) careers in nursing and other health services, (2) applied science and engineering, (3) teaching and speech pathology, (4) computing and information technology, and (5) viticulture and enology. Other fields also may be considered high-demand if a college or university can provide compelling information about specific regional student and employer demand. For the public two-year college system, “high-demand fields” include: (1) health services, (2) applied science and engineering, (3) viticulture and enology, (4) information technology, and (5) expansion of worker retraining programs.

The Higher Education Coordinating Board is responsible for administering a competitive grant process to allocate high-demand funds among the four-year colleges and universities. The State Board for Community and Technical Colleges has that responsibility for the two-year colleges.

The need for earmarked funding

High-demand programs are often quite expensive – the cost per student of providing the program can be greater than average. Reallocation of funds within an institution’s current budget is an important, but limited, source of high-demand funds. Colleges and universities regularly shift funding among their various programs. But because high-demand programs are often quite expensive, it is an over-simplification to assume that colleges and universities can shift enrollment allocations on a one-for-one basis from low-cost, low-demand programs to much more expensive high-demand programs.

Next Steps

To help meet the state’s economic needs and respond to employer and student demand, the Board will develop an ongoing method of identifying high-demand fields and programs based on student and employer needs and master plan goals. The Board believes the state would provide greater service to students and employers and greater predictability to the colleges and universities if it facilitated an ongoing dialogue about the changing environment for high-demand programs and fields, rather than responding in a sporadic fashion based on the availability of funding.

House Bill 3103, enacted in 2004, directs the Board to develop a comprehensive and ongoing assessment process to analyze the need for additional degrees and programs. The needs assessment will examine projections of student, employer, and community demand for education and degrees – including liberal arts degrees – on a regional and statewide basis. The process will help identify, on a regional and statewide basis, program areas with high student demand for certain programs, as well as significant employer demand for graduates. It also will be used to estimate the total high-demand program need.

Identifying high-demand fields will require cooperation and information from a number of entities, including public and private four-year colleges and universities; the community and technical college system; private career schools; the Workforce Training and Education Coordinating Board; the Department of Employment Security; local economic development agencies; various committees and commissions that are reviewing particular industries or occupations; and industry and trade associations. This will not be a groundbreaking effort, because all of these groups are represented in current state efforts to develop economic, job and educational forecasts. But this process will require a greater level of coordination and collaboration than has existed in the past. Ideally, the Board would include a list of high-demand programs within its budget recommendations for higher education.

Another issue is how to allocate high-demand funding among the colleges and universities. The Higher Education Coordinating Board and the State Board for Community and Technical Colleges have successfully administered competitive grant programs since 1999. And it is clear that the private sector partners that have helped to review the colleges' proposals and make funding recommendations have found this to be a most effective venture. For those reasons, the Board recommends the current competitive process be continued and refined as suggested above.

The final question is whether private colleges and universities should be allowed to compete for state high-demand funds on an equal footing with the public colleges and universities. During the last session, the Governor decided not to include independent colleges and universities as eligible institutions for high-demand enrollment funding. However, the Governor also expressed a desire for better inclusion of private institutions in statewide efforts to fulfill the educational needs of college and university students.

Keeping College Tuition Affordable and Predictable

Overview

Washington, like many states, does not have a long-term state tuition policy for resident undergraduate tuition. As a result, tuition increases generally have followed a cyclical pattern: increasing moderately when state revenue is high, and increasing sharply when state revenue is low. The absence of a tuition policy makes it difficult for students and parents to plan for college costs and for Washington's Guaranteed Education Tuition (GET) Program, the state's prepaid tuition plan, to plan for long-term affordability. This has potentially devastating consequences for thousands of financially needy families who often do not have the financial reserves to respond to unexpected spikes in tuition.

Washington needs a state tuition policy that keeps tuition predictable and affordable for students and families while maintaining the high quality of education at the state's public colleges and universities. Specifically, the Board recommends that the state adopt the following tuition policy for resident undergraduate tuition and fees at Washington public two-year and four-year colleges and universities:

Short-term

- Tuition and fees would not increase by more than 31 percent over any consecutive four-year period (7 percent annual growth compounded over four years);
- Annual tuition increases would be spread as evenly as possible over this four-year period; and,
- No annual increase would exceed 10 percent.

Long-term

The Board will complete a feasibility analysis of alternative tuition policies and make recommendations to the Governor and Legislature for consideration during the 2006 legislative session. The Board believes the state tuition policy must include three components:

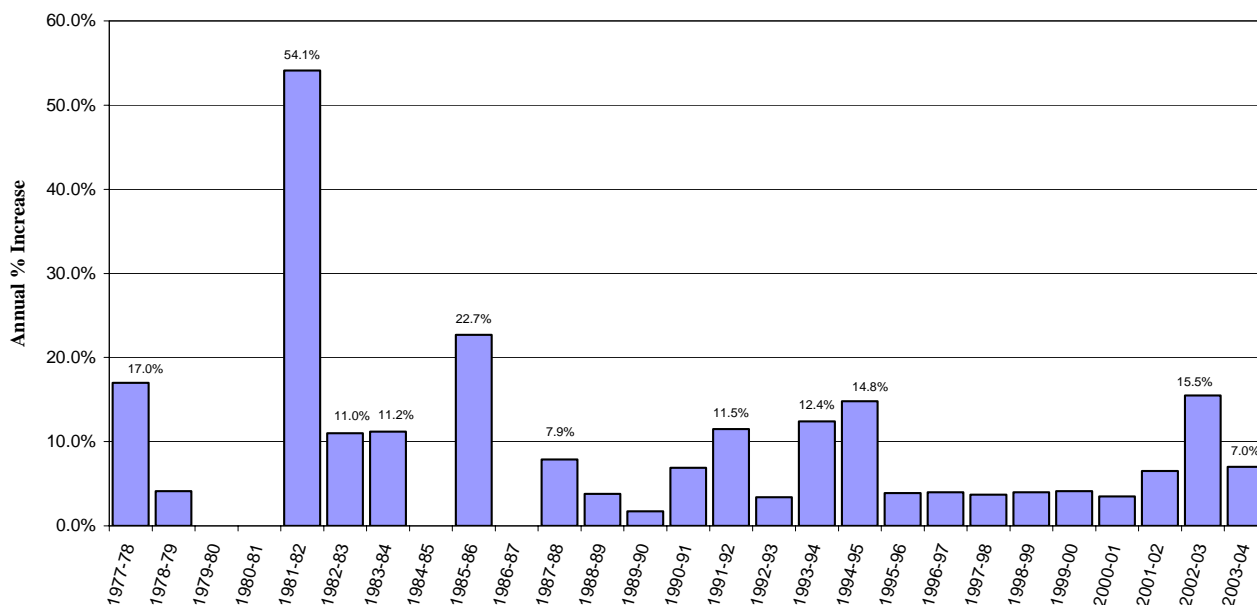
- Annual tuition increases for resident undergraduates would be capped at 7 percent for low-income families;
- Tuition would rise for higher-income families and be linked to families' ability to pay; and,
- The state would uphold its commitment to GET and ensure its long-term sustainability.

Individual public colleges and universities that believed they could not adequately operate within these tuition frameworks would be able to negotiate performance contracts with the Board and the Office of Financial Management, with final approval by the Legislature. Performance contracts would offer greater flexibility in setting tuition while requiring a greater level of institutional accountability. Participating colleges and universities would be required to offset any additional program funding requirements resulting from the tuition increases.

Analysis

Resident undergraduate tuition rates at Washington research universities have increased an average of 7 percent annually over the past 20 years. While actual increases in any one-year have varied dramatically, the long-term average hovers around 7 percent. Yet, these tuition increases have been neither gradual nor predictable. Significant spikes in tuition have occurred in every recession since the 1970s. This cyclical pattern results in higher tuition hikes during recessions when demand and unemployment are highest and average family incomes are flat or rising only slightly.

Annual tuition increases have fluctuated since the 1970s



Washington's historical approach to setting tuition

From 1977 to 1995, the Legislature and Governor set tuition as a percentage of the cost of instruction. Under this “cost-sharing” approach, the student contributed a portion of the cost and the state provided the remainder. From 1995 to 1999, the Legislature and Governor set specific limits on tuition increases of 4 percent per year. Since 1999, local four-year boards and the State Board for Community and Technical Colleges have been allowed to set specific rates for resident undergraduates up to the following maximum limits:

1999-2000: 4.6 %	2002-03: 16 % (UW, WSU), 14% (CWU, TESC, WWU, EWU),
2000-01: 3.6 %	12% (community and technical colleges)
2001-02: 6.7 %	2003-04: 7%
	2004-05: 7%

Next Steps

The Board will submit its proposed state tuition policy as part of its 2005-2007 higher education operating budget recommendations to the Legislature and Governor in fall 2004.

Promoting Opportunity through Student Financial Aid

Overview

State law declares that “financial need shall not be a barrier to participation in higher education” (RCW 28B.10.786). The Board believes the state must maintain its longstanding commitment to higher education opportunity for all students, regardless of income. To ensure that needy students continue to have the opportunity to attend college and complete degree and job training programs, the state must maintain – and in some cases enhance – its commitment to the spending power of its aid programs. Over 131,000 (30 percent) of Washington’s 435,000 students required some form of need-based financial assistance to help meet their higher education costs in 2002-2003.

Targeted investments in financial aid can play a key role in ensuring continued college opportunity for all Washington students, regardless of income, while helping the state achieve the strategic master plan goals. To address both needs, the Board proposes six priorities for the state’s financial aid programs:

1. **Fund the State Need Grant program to provide grants equal to 100 percent of tuition to students with family incomes at 65 percent of the state’s median and serve all students eligible for the grant.** This will assure the state’s lowest-income students that the grants will meet the cost of tuition at a public institution, allowing them to enroll and persist in higher education programs and improving their likelihood of earning degrees. It also will provide funding for about 10,000 additional low-income students each year.

Outcome: More low-income students will attend college and persist toward degree completion.

2. **Fund the State Work Study program to maintain its purchasing power and provide students with additional job opportunities in high-demand fields.** This will maintain the state’s commitment to help low- and middle-income students meet college costs and reduce borrowing through career-related work. It also will support the state’s higher education goals by encouraging persistence to degrees and providing students with job experiences in high-demand fields. Employers frequently report that practical experience is a critical element of success on the job. Several studies also conclude that working 15 hours or fewer per week helps students persist toward degrees. Program funding would increase in proportion to growth in enrollments and rising costs, allowing the program to maintain its purchasing power in a growing higher education system. An additional modest investment in a high-demand State Work Study initiative would increase the number of student employment opportunities in identified high-demand fields and increase the number of college graduates trained to work in those fields. Funding levels for this initiative would be linked to increases in high-demand enrollments.

Outcomes: More students will graduate with work experience, particularly in high-demand fields. In addition, the program will maintain its capacity to provide Washington students with career-related employment and an alternative to borrowing.

3. **Increase funding for the Educational Opportunity Grant (EOG) program to help more financially needy transfer students earn bachelor's degrees.** Investing in EOG-eligible transfer students is a cost-effective way to increase the number of placebound students earning bachelor's degrees. Students who receive the grants already hold associate degrees, require about two more years to complete bachelor's degrees, and are ready to benefit from upper-division study. Funding increases would be proportionate to increases in the state bachelor's degree production goals.

Outcomes: More students with associate degrees will transfer to four-year colleges and universities and complete their bachelor's degrees. In addition, these students will complete their degrees more efficiently than their upper-division peers.¹

4. **Maintain the purchasing power of the Washington Scholars and Washington Award for Vocational Excellence (WAVE) programs.** By keeping these scholarship awards at the value of public tuition and fees, the state encourages academic excellence and motivates its best students to attend college and earn degrees in Washington.

Outcome: The state will continue to promote excellence and encourage some of its top students to pursue degrees at Washington colleges and universities.

5. **Provide consistent funding and predictable awards for the Washington Promise Scholarship to motivate high school students to prepare for college.** Consistent funding and predictable awards for the Promise Scholarship would improve K-12/higher education linkages by motivating students in middle school and high school to study hard and prepare for college. Although the scholarship was intended to provide a "promise" of two years of tuition to top high school students, it has never been funded sufficiently to provide awards equal to community college tuition. The scholarship remains subject to annual budget adjustments and the overall spending power of the awards has eroded by over one-third since the program began.

Outcome: The Promise Scholarship will motivate students to prepare for college and take middle school and high school seriously.

6. **Develop a new financial aid program covering the costs of tuition and books to support adults who work full-time and go to college part-time.** Financial aid for full-time workers to pursue part-time education will improve the knowledge and abilities of Washington's workforce. One in four Washington residents who are 25 years of age or older has a high school diploma, but no post-high school education or training.² Many of these workers are currently shut out of higher education opportunities. They do not have the time to take six credits to qualify for financial aid, and they do not have the money to pay for part-time study on their own. Part-time study could help workers in these situations to improve their skills and their economic prospects.

¹ A December 2000 HECB study found that EOG recipients earn credits faster than their upper-division peers.

² 2000 Census data

The Board recommends that the state develop a grant program for low-income, full-time workers who attend college for five credits or less per term. The program would defray the costs of books and tuition, up to the amount charged at public colleges and universities. A competitive pilot program would allow the state to initiate assistance at a few colleges and universities in high-need areas of the state in 2005. An evaluation of the pilot program will provide an assessment of its effectiveness and a framework for broader implementation of the program in the 2007-09 biennium.

Outcome: More full-time workers will pursue higher education, earn certificates and degrees, improve their individual earnings, and meet their employers' needs for a trained workforce.

Planning for Regional Higher Education Needs

Overview

Washington offers a wide array of higher educational opportunities to its citizens. Residents and communities across the state have sought to share in higher education opportunity by promoting the expansion of these resources. As a result, the state today is dotted with an array of instructional sites, including the research university branch campuses; community and technical college satellites; local centers operated by the regional comprehensive universities; and multi-institutional consortia. In addition, private non-profit and for-profit colleges have expanded or developed new outposts in Washington state.

In general, these developments have responded to changing student demographics, employer demand, community needs, and geographic disparities in students' college attendance. And while these resources are important and needed, they were not always planned or implemented in a systematic and prioritized manner.

The responsiveness of Washington's statewide higher education system would be enhanced by establishing a formal, yet fluid, policy and process which links local, regional and state needs to a resource allocation model which is systematic and establishes clear priorities.

Such policy would, for example, be used to determine if a community college should be authorized to offer upper-division programs, a branch campus be authorized to admit lower-division students, or other types of programs be created to respond to regional needs.

The Board is calling for the collaborative development of a unified resource planning and policy framework to:

- Clearly identify and define the existing array of higher education resources;
- Explain the purpose and relationship of these resources;
- Establish the criteria and authorities by which these resources could change in response to emerging and changing student and regional needs; and
- Use existing and new resources in a coordinated and flexible manner.

Analysis

Linking goals, needs and resources

The strategic master plan articulates statewide goals and strategies to increase the number of students who earn college degrees and credentials of all kinds, and those who gain pre-college skills in such programs as adult basic education and English as a Second Language. In addition, the plan identifies strategies to improve the economic responsiveness of the state's college and university system. To accomplish these goals, the specific needs of regions will need to be assessed, and regionally appropriate strategies designed.

The task of assessing regional needs is not a new undertaking. The creation 15 years ago of the research university branch campuses in Bothell, Tacoma, Vancouver, the Tri-Cities and Spokane is the most visible example of this regionalism. But they comprise one of many educational alternatives that have been employed to meet student and citizen needs. Furthermore, *additional* alternatives – including the possible evolution of branch campuses and community colleges into four-year universities – are being considered in various regions.

Examples of regional needs assessment and planning activities in higher education include the Spokane Higher Education Leadership Council spearheaded by the local Chamber of Commerce; the Higher Education Coordinating Board's study of rural area needs in Jefferson and Okanogan counties, the WSU Vancouver Multi-campus Systems Review, and the needs assessment for the North Snohomish, Island, and Skagit counties.

The Board should create a "Higher Education Resource Planning and Approval Policy" by integrating its recently revised statutory authority for 1) the development of a comprehensive and ongoing assessment process to analyze the need for higher education programs at the regional and statewide level, 2) the approval of new four-year college degree programs, and 3) the approval of off-campus facility and real estate acquisition. This policy would clearly designate and differentiate the types of educational programs and resources offered by the public institutions. Additionally, the policy would establish the criteria and process by which the state would authorize the creation and evolution of educational resources in response to demonstrated need.

To that end, a *continuum* or *pathway* of educational resources would be recognized in the Board's policy. The points or categories along the pathway represent a progressive approach to providing access and responsiveness to existing needs and for providing a framework to meet emerging or changing needs. The pathway would rely on regional-based needs assessment as conducted by the Board to demonstrate the need for new or different types of programs and institutions.

Conceptually, three points along the pathway could be envisioned:

- 1) Institutions would be authorized by the Board to assess actual need and demand for new programs by providing limited off-campus courses and/or programs at higher education teaching sites. These sites would offer a limited array of courses and/or programs and would not represent a permanent commitment. Institutions providing programs at teaching sites would not be authorized to own facilities. New teaching sites would be based on a preliminary assessment of regional needs. Also, the Board could call for institutional proposals to create new sites pursuant to regional needs assessments conducted by the Board.
- 2) As demand increases at existing teaching sites or other underserved regions, institutions could ask the Board to authorize the creation of higher education centers. A center could be organized as a multi-institution teaching entity or as a single university/college enterprise – similar to branch campuses. The new Board policy would articulate the organizational

characteristics and requirements of the centers. Additionally, the new policy would require that the Board conduct a regional needs assessment – in consultation with the institutions and communities served – prior to authorizing/designating a higher education center. Existing higher education centers and the upper-division/graduate level campuses of the University of Washington and Washington State University would be considered as part of this category.

- 3) Four-year colleges and universities that operate upper-division and graduate-level centers could ask the Board to review the status of a center and recommend that the Legislature reclassify it as a college or university, with authority to provide lower- and upper-division and graduate programs. A center could not be reclassified into a college or university unless it demonstrated sufficient enrollment demand as determined by the Board. A proposed reclassification would be based upon these general criteria and the Board's regional needs assessment, in consultation with the institutions and communities served.

Community and technical colleges also could request the Board to recommend that the Legislature reclassify a college as a baccalaureate institution, offering upper-division enrollment and bachelor's degrees. The same rules for conducting a regional needs assessment would apply.

Next Steps

The next step is a phased plan to develop and implement the "Higher Education Resource Planning and Approval Policy." The plan would establish milestones and assign responsibilities for incremental development and Board approval of the new policy.

Helping Transfer Students Earn Bachelor's Degrees

Overview

The lack of a comprehensive state transfer system and policy creates unnecessary barriers for community college transfer students who want to earn bachelor's degrees. Many community college students must wade through a cumbersome process to determine which courses or credits will transfer to a particular four-year college or university. And some transfer students discover – too late – that courses they have taken will not apply toward their bachelor's degrees. The result is wasted time, and wasted money, by the students and taxpayers. The 2004 Legislature called for changes to the existing approach, saying, “current policies and procedures do not provide for efficient transfer of courses, credits, or prerequisites for academic majors.”¹

To help transfer students earn their bachelor's degrees more efficiently, the Board proposes that the state:

- **Develop a statewide course equivalency and major applicability system.** This new Web-based system would help community college students quickly determine which community college courses met general education and “major” requirements at various Washington four-year colleges and universities, before they registered for courses.
- **Adopt a new state transfer policy based on the “major” a student selects rather than an arbitrary 90-credit requirement.** This new student-centered policy would focus on preparing community college students to transfer directly into their majors when they enroll at four-year colleges and universities.

Over 17,000 students are expected to transfer from community colleges to public and private four-year colleges and universities in 2010 – up from about 14,000 students in 2002-2003. Eliminating barriers for these transfer students will be essential to achieving the Board's goal of increasing the number of students who earn bachelor's degrees by 4,100 to reach 30,000 per year by 2010.

Analysis

The 2004 Legislature directed the Board to assume a leadership role in working with Washington's colleges and universities to ensure efficient and seamless transfer across the state. Developing a statewide system of course equivalency was a key charge, along with developing transfer associate degrees for specific academic majors, and recommending ways to expand upper-division capacity to accommodate the growing number of transfer students.

Developing a statewide course equivalency and major applicability system

In Washington, every four-year college and university has different general education and “major” requirements, and equivalent courses often have different titles and numbers. Although each college has developed a guide to illustrate course equivalency at its institution, no statewide system of course equivalency exists.

¹ Substitute House Bill 2382, Sec. 1, as approved by the 2004 Legislature

The Board's proposed statewide system would (1) link all courses at public and private two-year and four-year colleges and universities to one another, and (2) outline how each course maps toward fulfilling "major" requirements. Community college students would be able to automatically determine if specific courses met general education and major requirements at various four-year colleges and universities – before they registered for courses. According to the Education Commission of the States, 26 states have established statewide systems of course equivalency, some of which also outline recommended transfer programs (RTP's) for students.

Once the statewide system was fully operational, the state could explore adding additional features to improve the transfer process for Washington students and institutions. For example, adding electronic transcripts to the system would make it easier for transfer students to submit their courses for credit review, and for four-year colleges and universities to evaluate and process transfer student applications.

Adopting a new state transfer policy based on the "major" a student selects

Current transfer policy requires community college students to complete a minimum of 90 quarter-credits at a four-year college or university in order to earn a bachelor's degree. This policy essentially limits students to transferring only two years of lower-division coursework from a community college, even though most students entering four-year colleges directly from high school complete *more than* two years of lower-division coursework toward their degrees. It also fails to consider that students need to complete varying numbers of lower-division courses, depending on the majors they select.

The Board proposes replacing the current 90-credit requirement with a state policy that ties the number of transferable lower-division credits to major-specific transfer associate degrees. For example, a student who completes an associate of science transfer degree would complete more than 90 credits at the community college, while a student who completes another specialized transfer associate degree might complete fewer than 90 credits. The objective is to ensure that community college transfer students arrive at four-year colleges and universities prepared to enter their chosen majors.

Estimated project development costs

Developing a statewide course equivalency and major applicability system would cost an estimated \$1.1 million for initial implementation, and \$500,000 annually thereafter for maintenance. This estimate is based on costs to develop similar systems in other states.

Next Steps

The Board will convene a work group to begin preliminary work on the development of a statewide course equivalency system and will report to the Legislature in January 2005 on the work group's progress.

The Board will work with colleges and universities to eliminate the current 90-credit state policy by winter 2005. It also will review current transfer associate degrees to ensure that the credits required accurately reflect the course preparation students need to complete their majors. Work groups are currently developing new transfer associate degrees in elementary education, engineering and nursing, and will establish additional transfer degrees each year thereafter.

Finally, the Board will continue to support and work closely with task forces and oversight committees, established by the two-year and four-year colleges, to identify and remove any additional obstacles to successful transfer.

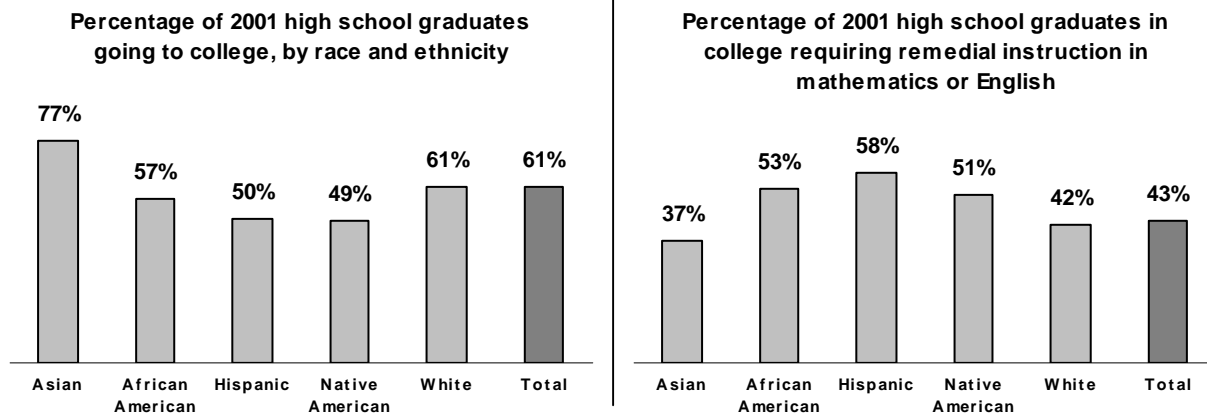
Helping Students Make the Transition to College

Overview

In Washington, a lack of clearly articulated educational linkages between high school and college shuts many students out of higher education opportunities and reduces efficiency at the state's colleges and universities. Despite a shared goal of educating Washington residents, each sector within the state's education system works largely in isolation — responding to individual governance structures, funding requirements, missions and goals, and programs and policies — without considering the impact of its decisions on the system as a whole. This lack of coordination and communication between the K-12 and higher education systems has a negative impact on large numbers of students when they try to move from high school to college.

Current curricula and instruction at many of our state's high schools also lack the rigor to prepare students for college study or, many would argue, the workplace. Sixty-one percent of students who graduated from high school in 2001 enrolled in a Washington public two-year or four-year college or university within one year of graduation. Of those students, 43 percent required remedial mathematics or English courses.

The lack of instructional rigor in high schools takes an even greater toll on African American, Hispanic, and Native American students. Students from these groups in the high school class of 2001 were significantly less likely than their White or Asian peers to go on to college within a year of graduation, and more likely to require remedial instruction when they enrolled. Higher education bears much of the cost of this lack of preparation.



Source: Graduate Follow-Up Study, High School Class of 2001. WSU Social and Economic Services Research Center for the Office of the Superintendent of Public Instruction.

The state higher education system must take a leadership role in developing a systemic solution to the problem of poor preparation. The Board proposes to lead collaborative efforts between the state K-12 and higher education systems to accomplish the following key initiatives:

- Develop a comprehensive definition of college readiness;
- Establish statewide student learning outcomes for grades 11 and 12 that are required for success in postsecondary study;
- Expand effective models that promote K-12/higher education collaboration and prepare students for college success; and,
- Communicate with students, families, and schools the requirements of a rigorous high school education that will lead to successful postsecondary study.

These initiatives will help students prepare for higher education with a clear understanding of the knowledge and abilities required for success, and the confidence that their high school coursework will be enough to gain them admission and prepare them for the rigors of college work.

Analysis

The Board envisions an integrated and barrier-free system of education from preschool through the fourth year of college. Washington students would move quickly and easily between educational levels and across sectors. Such a system would ensure adequate teacher preparation and ongoing professional development, timely and meaningful student counseling, continuous improvements in assessment and accountability, and a host of other endeavors. Building this system will take time and effort, and the will and commitment of all of the state's education stakeholders.

The 2004 Legislature directed the Board in House Bill 3103 to work with state education agencies, colleges, universities, and school districts “to improve coordination, articulation, and transitions among the state's systems of education.” This proposal would accomplish that directive.

Developing a comprehensive definition of college readiness

Current state minimum admission standards are so misaligned with admission practices at the state's public four-year colleges and universities that they mislead students trying to plan for college and are useless to schools trying to shape high school curricula and advise students. Current standards also emphasize “seat time” — expecting students to complete a set of required courses without appropriate concern about the content or instructional quality of those courses.

The Board advocates that a new definition of college readiness replace the state's current minimum admission standards. This definition, developed through collaboration between the K-12 and higher education systems, would emphasize the critical knowledge and abilities that students need for college success. It would align requirements for college success with the learning outcomes emphasized in K-12 reform and move the state away from an outdated emphasis on grades, test scores, and a required set of courses. Finally, it would provide the information that schools must have – information that is missing in the current system – to address curriculum and instruction needs for college preparation.

Establishing statewide learning outcomes for grades 11 and 12

Washington will cross a watershed in its school reform efforts with the class of 2008, who must meet 10th grade standards to earn a Certificate of Academic Achievement and graduate from high school. Most students will need to demonstrate mastery of those standards by passing the 10th-grade Washington Assessment of Student Learning.

The higher education and K-12 systems now must work together to develop statewide learning outcomes for the 11th and 12th grades to ensure that students have the knowledge and abilities required for college and the workforce. And the state must ensure that students preparing for study beyond high school — the majority of students — have the information, instruction, and curriculum they will need to bridge the chasm between 10th grade learning outcomes and readiness for postsecondary success. A new definition of college readiness will inform the content of these 11th and 12th grade learning outcomes.

Expanding effective models that promote K-12/higher education collaboration and prepare students for college success

Transitions to Success, a collaborative regional effort between Spokane Public Schools, the Community Colleges of Spokane, and Eastern Washington University, offers a promising model for developing a statewide K-12 to higher education articulation system. Programs that allow high school students to earn college credit — International Baccalaureate, Advanced Placement, Early and Middle College High Schools, and Running Start — have achieved considerable successes. And programs like GEAR UP, TRIO, Washington State Achievers, and Washington Opportunity Scholars have helped motivate and prepare low-income and first-generation students for higher education.

These efforts offer instructive approaches to addressing the need for more rigorous college preparation, but are limited in their ability to reach students. The challenge for Washington is to diffuse these successful efforts throughout the state's educational system so that the instruction and services they offer will be available to all students.

Communicating the requirements of a rigorous high school education that will lead to successful postsecondary study

These initiatives will succeed only to the degree that they are understood and accepted by students and their families. The move toward a new articulation system between K-12 and higher education must be transparent, offer frequent and appropriate opportunities for public comment, and be accompanied by a well-orchestrated public information campaign aimed at students, parents and schools.

Outcomes

This proposal will result in:

- More students who are ready for postsecondary study.
- The establishment of the critical groundwork to (1) improve instruction, teacher training and development, and guidance counseling; (2) reduce remediation at state colleges and universities; and (3) narrow the achievement gap.

Next Steps

A definition of college readiness

Defining college readiness will require a broad consensus among administrators and faculty at the state's colleges and universities. And because they have ultimate responsibility for college preparation, the K-12 system also must play a role in developing this definition. The Board will lead a collaborative effort with the goal of developing a draft definition in the key subject areas of mathematics, science, English, social studies, world languages, and the arts by June 2007. The definition will be finalized by December 2007.

In the 1990s, the Board made progress in translating current minimum basic admission standards to core competencies. This effort will build on the findings and the collaborative decision-making model of that work.

A collaborative effort on 11th and 12th grade learning outcomes

The higher education and K-12 systems must work together to ensure that the competencies required for college success are incorporated into learning outcomes for the last two years of high school. The Board will work closely with appropriate K-12 and higher education stakeholders to ensure that these outcomes reflect the knowledge and abilities students need to succeed in postsecondary study.

An inventory of effective practices

The Board will develop an inventory of successful models at the state, regional, and local levels. The inventory will include information about each model's approach, effectiveness, funding sources, costs per student, and potential for replication. The Board will present this inventory to the Legislature and Governor by June 2005, with analysis and options for expanding the reach of these efforts.

Communications with students and parents

Students and parents need to be informed about new requirements as they are implemented. The Superintendent of Public Instruction has been effective in her efforts to inform the public about the importance of school reform and its implementation. The Board will undertake a similar communications effort — involving the news media, electronic and print publications, and information for teachers and counselors.

Costs

The Board will absorb the initial costs of developing a new articulation system. Staff will develop cost estimates for specific projects under this proposal after developing scopes of work. The Board then may seek both state and non-state funding to pay for projects.

Accountability for Student Success

Overview

Accountability is the backbone of a successful educational system. In Washington, higher education is decentralized and loosely coupled. But to reach state goals, all of higher education must work together. By redesigning the state's higher education accountability system, the state can identify and address the strengths and weaknesses at the institution, sector, and state levels to better promote student success.

The Board's two goals of (1) increasing opportunities for students to earn degrees and (2) responding to the state's economic needs are fairly easy to measure. However, in addition to meeting these goals, the state and the colleges and universities must ensure that each student is served equitably, each student is able to complete his or her education efficiently, and the end result is effective. These concepts are far more difficult to quantify, and each college or university may adopt different policies and strategies based on its unique student population. Nevertheless, a strong accountability system must ensure that efficiency, equity, and effectiveness are defined in measurable terms, and that statewide and institutional policies are created, modified, or discontinued based on an analysis of accountability results.

Currently, the purpose of higher education accountability is unclear and its performance indicators have little relation to institutional or state goals. The National Collaborative for Postsecondary Education Policy underscored the need for a new state accountability system in Washington, stating in a recent policy audit, "Accountability is not systematically used to help focus institutional attention on a limited number of state priorities."

The Board has begun to redesign Washington's accountability system based on the following principles:

- Priorities of Washington colleges and universities are aligned with state goals as defined in legislation and the 2004 Strategic Master Plan for Higher Education;
- Targets are set for the state and each college and university;
- Annual reports detail both significant achievements and areas to strengthen for the state and each college and university; and
- Based on accountability data, statewide and institutional policies are developed to help students succeed in completing their education efficiently, equitably, and effectively.

Analysis

The Board's proposal to redesign accountability is consistent with a number of current initiatives, including the work of the National Collaborative for Postsecondary Education Policy, the Governor's Priorities of Government, and House Bill 3103. House Bill 3103, enacted into law earlier this year, directed the Board to "establish an accountability monitoring and reporting system as part of a continuing effort to make meaningful and substantial progress towards the achievement of long-term performance goals in higher education."¹

¹ Substitute House Bill 3103, Sec. 11, as signed into law

The Board believes the revised accountability system must be comprehensive enough to provide a complete picture of student progress and success, while remaining flexible enough to reflect evolving state priorities. The Board also believes that representatives from Washington's colleges and universities must actively participate in developing the new system, if it is to have any impact on improving performance.

Next Steps

The Board has formed an accountability work group, composed of representatives from Washington's public and private colleges and universities. Suggestions from the workgroup, as well as other stakeholders, will be considered in a proposed design to be presented to the Board for consideration and adoption in fall 2004.

Measuring Student Success with an Improved Data System

Overview

Detailed data and information about student success is essential to measuring state progress toward the goals in the 2004 Strategic Master Plan for Higher Education. Yet, currently, the data are either inaccessible or insufficient to meet the Board's needs.

To address this challenge, the Board proposes the creation of a statewide student-level database that does the following:

- Includes comprehensive student-level performance data, such as degrees granted, credits taken, student mobility, and post-enrollment employment;
- Includes data about students attending public and private colleges and universities;
- Supports policy analysis and development; and,
- Leverages existing systems to the highest degree possible.

Comprehensive data about all students in Washington's higher education system is essential to evaluating state progress toward strategic master plan goals and identifying and eliminating barriers to student success.

Analysis

The new statewide student-level database would include data about all students at every stage of college – from submitting the college application and deciding where to enroll to choosing a major and earning a degree. Student-level data from colleges and universities could be linked to data from other state agencies, such as the Department of Employment Security, to answer questions about the return on the state's investment in higher education and economic responsiveness. Data from colleges and universities also could be linked or combined with data from preschool through 12th grade, as is now done in Texas.

A lack of complete and accessible data

A few data sources currently exist in Washington, but none are sufficient to meet the Board's needs.

- **Data from Washington public colleges and universities:** Higher Education Coordinating Board staff collect information from the public colleges and universities for various reports and projects. The process is inefficient and time-consuming, and data often are not comparable, as each institution defines information requests slightly differently.
- **National survey data:** Higher Education Coordinating Board staff partially depend upon the Integrated Postsecondary Education Data System (IPEDS) and other national surveys as data sources. However, these data are not available at the student level.

- **Office of Financial Management (OFM):** OFM staff collect and use student-level data to report enrollment and other higher education statistics. However, Board staff do not have access to the raw data. And, the OFM database does not contain information about student outcomes, such as grades or degrees.
- **State Board for Community and Technical Colleges (SBCTC):** SBCTC staff collect detailed student-level information on all students attending Washington community and technical colleges. Higher Education Coordinating Board staff cannot access the data. And information about students who attend private or public four-year institutions is not included in the data.
- **Unit Record for need-based aid recipients:** Higher Education Coordinating Board staff collect student-level data about students who receive need-based aid in Washington. But again, the data are based on only a subset of students attending the state's colleges and do not include information about outcomes, such as grades or degrees.

Most states have student-level databases

In a 2003 review of other state record systems, the National Center for Higher Education Management Systems reported the following:¹

- Thirty-seven states have established operational student-level databases, which are managed by either a state university system or state higher education coordinating/government board;
- Twelve states include some information on private colleges and universities in their databases; and,
- About one-half of states also link to other state-level databases, including high school records and wage records.

Next Steps

The Board has convened a research advisory group to identify the data needed, determine the most cost-effective way to collect or access it, and develop research priorities and common definitions to maximize its reliability and consistency. The group includes representatives from the following organizations: public and independent colleges and universities, State Board for Community and Technical Colleges, Office of the Superintendent of Public Instruction, Office of Financial Management, Department of Employment Security, and Workforce Training and Education Coordinating Board.

The Board will evaluate various options for developing a statewide student-level database, including costs. The proposed database will be included in the agency's 2005-2007 budget request due in fall 2004.

¹ Peter T. Ewell, Paula R. Schild, and Karen Paulson, National Center for Higher Education Management Systems, "Following the Mobile Student: Can We Develop the Capacity for a Comprehensive Database to Assess Student Progression?" Lumina Foundation for Education Research Report, April 2003.

Reducing Barriers for Non-traditional Students

Overview

Washington's higher education system works well for traditional students—that is, the recent high school graduates who go from high school to college and continuously enroll until they receive a degree. It works less well for “non-traditional” students, although the community and technical colleges, in particular, have made significant advancements in programs and services during the past decade. “Non-traditional” students include, among others, unemployed workers who need retraining in order to get back to work; students of all ages for whom English is a second language; and full-time workers desiring to attend college part-time.

It is imperative that the higher education system recognizes and responds to the education and training needs of non-traditional students. By increasing the skills and knowledge of these students through education and training, we will be increasing their opportunities to better serve themselves and the state's economic needs and development.

Analysis

The state needs to more closely target its educational initiatives to address the needs of non-traditional students, and to make better connections between educational services and career opportunities.

One critical element in linking educational services and career opportunities is to make better use of economic data, particularly in the area of demographic and job development projections linked to the various levels of educational attainment. At present, the HECB is concerned that existing information sources are inconsistent and subject to varying – and at times conflicting – interpretation. Therefore, it is essential for the HECB to join with the Workforce Training and Education Coordinating Board, the State Board for Community and Technical Colleges, and the state Employment Security Department to resolve any concerns and identify the best sources of data to inform the development and evolution of new or continuing educational services.

A related important element is a comprehensive needs assessment that examines demand for adult basic education services, job training and retraining, English language instruction, and other programs that primarily serve the growing population of non-traditional students. For example, in its report “Opportunity, Education and Washington's Economic Future,”⁶ the SBCTC indicates that:

- ♦ “There are 485,000 adults in Washington who lack high school diplomas...” SBCTC correctly points out that increasing workplace literacy requirements will lead to increasing “demand for basic reading, writing, math and computer courses.”
- ♦ “More than 255,000 Washington adults speak limited English and could benefit from English as a second language instruction.”

⁶ SBCTC, *Opportunity, education and Washington's economic future*, May 2004, p. 14.

The WTECB explains in its report, “High Skills, High Wages: Our Agenda for Action,”⁷ that “[i]n today’s economic context, there is an increasing need to train and retrain incumbent workers to keep pace with technological advances and to take advantage of high performance practices.”

Finally, it will be important for the state to integrate and coordinate a number of ongoing efforts, including the development of:

- Applied baccalaureate degrees for students who have taken a technical curriculum at community and technical colleges but have not earned four-year degrees. Central Washington University has developed Bachelor of Applied Science degrees in Safety and Health Management and Industrial Technologies, which they expect to submit for approval in the near future. These efforts could be increased to include other majors and other colleges and universities.
- Programs that integrate adult basic skills education, including English as a Second Language, with occupational skills training. The community and technical college system are creating these programs that “combine ESL with vocational training to accelerate student progress and prepare these students for the Washington job market.”⁸
- Comprehensive, non-duplicative, data systems to provide better information about the progress and outcomes of students throughout the higher education system.
- Programs that address the educational needs of current workers who need additional training – and frequently additional credentials – to advance their careers within the same or similar profession.

Next Steps

To work towards reducing barriers and increasing higher education opportunities for non-traditional students, the HECB in cooperation with the WTECB, SBCTC, and other relevant agencies will establish a relationship of on-going collaboration. The nature of these collaborations will include meetings of the respective boards, board members, agency administrators, and staff.

The partners together will address issues of mutual concern including, but not limited to, workforce development, occupational demand projections and calculations, and college and workforce readiness.

⁷ WTECB, *High skills, high wages: Our agenda for action*, Draft July 2004, p. 6.

⁸ SBCTC, *Opportunity, education and Washington’s economic future*, May 2004, p. 15.

Conclusion

Washington must decide now how its higher education system should evolve in the coming decade and beyond. State leaders must determine the investment they are prepared to make on behalf of the taxpayers, and the returns on investment that should be expected. But before those questions can be addressed, we must decide what kind of state we want to live in, and whether we are willing to make the commitment to turn that vision into reality.

The Higher Education Coordinating Board believes we want these things for our state, our college and university system, and our students. We want to live in a state where:

- The economy is vibrant, flexible, and resilient, businesses clamor for our graduates, and students know there will be a place for their skills and abilities once they finish college;
- Students who study hard and learn well in the K-12 system have the opportunity to go to college without worrying about whether there will be enough room for them;
- Every K-12 graduate is fully prepared for education or work after high school;
- Adequate financial aid for deserving college students is considered a priority, not a luxury;
- Students who can't go away to college are able to realize their dreams closer to home;
- The needs of "non-traditional" students are met by programs and institutions that understand many of them don't want or need a traditional degree; and
- Diversity is a reality, not just a goal.

All of the challenges facing higher education in Washington – and every element of the “vision” described above and elsewhere in this document – first and foremost affect students. The students of today and tomorrow are at the heart of the need for increased funding and greater accountability. More money is needed to address growing demand, and greater accountability will enable us to improve the quality of their instruction, to help them reach their goals in a timely manner, and to maintain a commitment to access and affordability.

The road ahead for higher education offers only one viable option: sharing responsibility and committing ourselves to action now – before today's challenges become tomorrow's crises.

Higher education is an investment -- a long-term investment that requires long-term commitment to produce even longer-lasting benefits. The sooner we act, the greater the rate of improvement we can achieve, and the more likely we are to create the state we envision.

Data, expertise, and experience tell us the steps we need to take to realize that vision. Adequate funding and a high-quality, efficient and accountable higher education system are the tools. Whether we invest in those tools – and how we use them to build our future – is up to each of us, and all of us.



STATE OF WASHINGTON
HIGHER EDUCATION COORDINATING BOARD

917 Lakeridge Way SW • PO Box 43430 • Olympia, WA 98504-3430 • (360) 753-7800 • FAX (360) 753-7808 • www.hecb.wa.gov

RESOLUTION NO. 04-18

WHEREAS, State law directs the Higher Education Coordinating Board to prepare every four years a *statewide strategic master plan for higher education* that proposes a vision and identifies goals and priorities for the system of higher education in Washington state; and

WHEREAS, The HECB submitted its interim master plan in December 2003 to the Legislature and Governor as directed by law, and has conducted extensive public hearings and stakeholder meetings across the state to discuss both the interim plan and subsequent draft versions of the final plan; and

WHEREAS, The Board has taken unprecedented steps to respond and consider a wide range of information in the development of the master plan, including public hearing testimony, legislative input, and suggestions of the state's education community; and

WHEREAS, the final plan reflects the longstanding statutory requirement that the Board's 10 citizen members "represent the broad public interest above the interests of the individual colleges and universities"; and

WHEREAS, the plan presented at the Board's July 22, 2004, meeting will be supplemented later in the year by a comprehensive implementation plan that will describe how the various policy proposals in the plan may be accomplished;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board adopts the draft final master plan as presented during the July 22, 2004, meeting;

BE IT FURTHER RESOLVED, That the Board directs the HECB staff to refinements that may be necessary to reflect the outcome of the Board's discussion of the master plan at the July 22, 2004, meeting;

BE IT FURTHER RESOLVED, That the Board extends its thanks to the HECB staff members, higher education administrators, business and community leaders, students and others who have contributed to the 2004 Strategic Master Plan for Higher Education.

Adopted:

July 22, 2004

Attest:

A handwritten signature in black ink, appearing to read "Bob Craves", written over a horizontal line.

Bob Craves, Chair

A handwritten signature in black ink, appearing to read "Gay Selby", written over a horizontal line.

Gay Selby, Vice Chair



July 2004

HECB Agency Budget Request for 2005-07

Summary

Coordination and Policy Proposals

1. Transfer and articulation – \$1.65 million for credit equivalency system
2. Higher education data – \$500,000 for student-focused data system
3. High-demand enrollments – \$30 million to continue competitive grants

Financial Aid Proposals

4. State Need Grant – \$82.1 million to meet HECB service goals
5. State Work Study – \$600,000 to place students in high-demand jobs
6. Educational Opportunity Grant – \$1.5 million for additional awards
7. Promise Scholarship – \$19.6 million to fulfill original program intent
8. Maintain financial aid purchasing power – \$8.2 million in new funding
9. Financial aid for working adults – \$2 million for pilot project
10. WICHE – \$31,600 for increased dues and support fees
11. Financial aid outreach – \$134,000 for technical assistance and oversight

Administrative Proposals

12. Enhance financial aid delivery systems – \$150,000
13. Technical changes required by the state Office of Financial Management (total unknown)

Introduction

Washington state enacts biennial operating and capital budgets during each odd-numbered year. The state Office of Financial Management (OFM) has directed agencies to submit supplemental budget requests for the 2005-07 biennium by September 1, 2004.

The Higher Education Coordinating Board's spending authority for the current biennium (2003-05, state general fund) is \$325 million. Of that amount, \$309 million (95 percent) pays for student financial aid and direct services. Of the remaining 5 percent, \$12 million is earmarked for high-demand enrollment grants, while \$4 million supports the board's coordination and policy efforts. Presently, the amount "carried forward" into the next biennium is also about \$325 million, which does not include a provision to carry forward \$11 million in funding for the high-demand enrollment grant program. The \$325 million carry forward amount is the same as the prior biennium because it represents the cost of funding programs for both fiscal years (2005-07) at the same level as the second year of the 2003-05 biennium.

The HECB agency budget request is one step in implementing the proposals outlined in the board's *2004 Strategic Master Plan for Higher Education*. Other aspects of the plan will be implemented through the board's review of institutional budget requests and other board actions.

Board Action Requested

The board is asked to adopt the draft HECB 2005-07 supplemental budget request, which begins on the following page. With board adoption, these proposals will be finalized and submitted to OFM by September 1, 2004.

Coordination and Policy Proposals

1. Transfer and articulation – \$1.65 million for credit equivalency system

The *2004 Strategic Master Plan for Higher Education*, as well as legislation enacted earlier this year, identify a need to improve efficiency in the student transfer process. To that end, the HECB will require funding to develop and maintain a statewide integrated student advisory system. This system will include: course equivalencies for all sectors in the state (two-year to two-year courses; two-year to four-year courses; and four-year to four-year courses) and electronic transcripts. A feasibility study, with different costs and options, is due to the legislature in January 2005. A rough estimate of costs, based on a similar system developed in New Jersey, requires \$1.1 million for the first year and \$550,000 for subsequent years.

2005-07 budget impact:

Dollars needed	\$1,650,000
2003-05 state appropriations	\$0
Required increase in state appropriations	\$1,650,000

RCWs requiring amendment: None.

2. Higher education data – \$500,000 for student-focused data system

The master plan and HB 3103, enacted in 2004, propose the HECB as the state's primary source of student-focused higher education information. The numbers shown below represent a rough estimate of the cost of implementing this system, including initial equipment and technology expenses. Efforts are underway to define the scope of the project and refine the cost estimate.

2005-07 budget impact:

Dollars needed	\$500,000
2003-05 state appropriations	\$0
Required increase in state appropriations	\$500,000

RCWs requiring amendment: None.

3. High-demand enrollments – \$30 million to continue competitive grants

Funding for competitive grants to the public baccalaureate institutions and community and technical colleges would complement general enrollment funding that is appropriated directly to the institutions. The funds requested will support high-demand enrollments at an average of \$11,000 per FTE and worker retraining at an average of \$5,000 per FTE. Enrollments funded

through this program will respond to the economic development needs of the state and its regions by increasing the number of students who earn degrees in high-demand fields. To ensure that these high-demand programs continue into the future, funds awarded to public institutions through this grant program are now included in the future base budgets of those institutions.

2005-07 budget impact:

Dollars needed	\$30,070,000
2003-05 state appropriations*	\$0
Required increase in state appropriations	\$30,070,000

*The 2003-05 state appropriations for high-demand enrollments will be transferred to the institutions' base budgets for 2005-07. The administrative allowance will not carry forward in the HECB budget.

RCWs requiring amendment: None.

Financial Aid Proposals

4. State Need Grant – \$82.1 million to meet HECB service goals

This funding would ensure that grants to the state's lowest-income students would meet the full cost of tuition at a public institution, enabling them to enroll and persist in higher education programs and improving their likelihood of earning degrees. By increasing the income eligibility limit, it also will provide funding for about 10,000 additional low-income students each year. This change in funding would enable the state to serve all eligible students whose family incomes are up to 65 percent of the state median, with grants equaling 100 percent of public college and university tuition. (This request assumes a 7 percent tuition increase each year. If tuition increases are more or less than 7 percent, the requested amount will change.)

2005-07 budget impact:

Dollars needed	\$337,507,964
2003-05 state appropriations*	\$249,800,000
Anticipated federal funds	\$5,600,000
Required increase in state appropriations	\$82,107,964

*Includes OFM carry forward adjustment.

RCWs requiring amendment: None.

5. State Work Study – \$600,000 to place students in high-demand jobs

Classroom education is only the first step in preparing students for the workforce. Employers frequently report that practical experience is also a critical element to success on the job. While funding increases would be in proportion to legislative increases in high-demand enrollments, the funds requested would be primarily available to needy students in all high-demand fields. The funds would be used to reimburse employers for a portion of the wages paid to student employees.

2005-07 budget impact:

Dollars needed	\$600,000
2003-05 state appropriations	\$0
Required increase in state appropriations	\$600,000

RCWs requiring amendment: None.

6. Educational Opportunity Grant – \$1.5 million for additional awards

An investment in EOG-eligible transfer students is an efficient way to increase the number of placebound students who earn bachelor's degrees. Students who receive the EOG already hold associate degrees, require only about two more years to complete bachelor's degrees, and are ready to benefit from upper-division study. This proposal directly supports the HECB master plan goal of increasing the number of baccalaureate graduates earned by increasing the number of EOG grants by 50 percent over the next two years – from the current level of 1,260 to 1,860 in 2006-07.

2005-07 budget impact:

Dollars needed	\$7,300,000
2003-05 state appropriations	\$5,800,000
Required increase in state appropriations	\$1,500,000

RCWs requiring amendment: None.

7. Promise Scholarship – \$19.6 million to fulfill original program intent

Consistent funding and predictable awards for the Promise Scholarship would improve K-12 / higher education linkages by motivating students in middle and high school to study hard and prepare for college. The Promise Scholarship was intended to provide two years of tuition at the community and technical college rate to low- and middle-income students who excel in high school. However, the program has never been funded sufficiently to provide for awards equal to

community and technical college tuition. Current awards represent less than half of two-year college tuition, and the overall purchasing power of the award has fallen by more than one third since the program began in 1999. (This request assumes a 7 percent tuition increase each year. If tuition increases are more or less than 7 percent, the requested amount will change.)

2005-07 budget impact:

Dollars needed	\$36,422,103
2003-05 state appropriations	\$16,800,000
Required increase in state appropriations	\$19,622,103

RCWs requiring amendment: None.

8. Maintain financial aid purchasing power – \$8.2 million in new funding

This proposal would maintain the purchasing power of several state financial aid programs that have grant amounts linked to tuition rates or enrollment levels, including Washington Scholars, Washington Award for Vocational Excellence (WAVE), and regular State Work Study programs. Funding increases for WAVE and Washington Scholars would be linked to tuition and fee increases. Increases to the core State Work Study program would be in proportion to increases in general enrollments. (Requests for WAVE and Scholars assume a 7 percent tuition increase each year. If tuition increases are more or less than 7 percent, the requested amount will change.)

2005-07 budget impact:

	Regular SWS	WAVE	Scholars	Total
Dollars needed	\$41,896,000	\$1,739,855	\$4,641,436	\$48,277,291
2003-05 state appropriations*	\$34,096,000	\$1,690,000	\$4,310,000	\$40,096,000
Required increase in state appropriations	\$7,800,000	\$49,855	\$331,436	\$8,181,291

*Includes OFM carry forward adjustments for WAVE and Washington Scholars.

RCWs requiring amendment: None.

9. Financial aid for working adults – \$2 million for pilot project

Financial aid that would help full-time workers pursue part-time education will enable more workers to gain valuable skills and, overall, will improve the quality of Washington's workforce.

In 2000, about 953,000 Washington residents aged 25 or older – one out of every four – had earned a high school diploma, but had no additional postsecondary education. Many of these workers are currently unable to attend college. Because they are working full-time, they do not usually have time to take the six credits currently required to qualify for financial aid, and they do not have enough income to pay for part-time courses on their own. A pilot program would allow the state to serve this population, assess demand for such a program, and evaluate its impact before considering whether it would be of value on a statewide basis.

2005-07 budget impact:

Dollars needed	\$2,000,000
2003-05 state appropriations	\$0
Required increase in state appropriations	\$2,000,000

RCWs requiring amendment: Requires authorizing legislation.

10. WICHE – \$31,600 for increased dues and support fees

Washington is one of 15 states that belong to the Western Interstate Commission on Higher Education (WICHE), a regional higher education organization that, among other activities, operates student exchange programs to help students pursue unique educational opportunities in colleges outside their home states. Membership dues and support fees (the amount a state spends to send students to out-of-state programs) are scheduled to increase in 2005-06. This funding responds to the increases proposed for each of the next two years.

2005-07 budget impact:

Year	Dues increase over FY 2005	Student support fees increase over FY 2005	Yearly increase
2005-06	\$3,000	\$8,700	\$11,700
2006-07	\$7,000	\$12,900	\$19,900
Required increase in state appropriations	\$10,000	\$21,600	\$31,600

RCWs requiring amendment: None.

11. Financial aid outreach – \$134,000 for technical assistance and oversight

The HECB administers more than \$140 million every year in eight state student financial aid programs. Each program has unique regulations. Much of this administrative work is performed in partnership with colleges. While formal agreements, program manuals and agency training anchor HECB responsibilities, little direct examination of institutional student records occurs to

provide the technical assistance, feedback, and assurance to the institutions that they are complying with these various regulations. This funding would support a field-based technical assistance team to ensure compliance and ongoing program quality. The team would include one new full-time staff member, assisted by existing staff. The goal would be to create a review process and visit each institution at least once every three years.

2005-07 budget impact:

Dollars needed	\$134,000
2003-05 state appropriations	\$0
Required increase in state appropriations	\$134,000

RCWs requiring amendment: None.

Administrative Proposals

12. Enhance financial aid delivery systems – \$150,000

The HECB is in the process of replacing its legacy mainframe computer systems with Web-based methods of delivering financial aid to institutions, employers and students. In the first year of the biennium, the costs of this initiative will be paid with existing savings incentive funds. The funds requested are for the second year of the biennium only.

2005-07 budget impact:

Dollars needed	\$150,000
2003-05 state appropriations	\$0
Required increase in state appropriations	\$150,000

RCWs requiring amendment: None.

13. Technical changes required by the Office of Financial Management

Each biennium, OFM requires agencies to make a number of technical changes in their budget requests. These include adjustments to Old Age and Survivor's Insurance, revolving fund charges estimated by other agencies, the agency's contribution to the state's self-insurance pool, and non-appropriated and federal funds spending authority. At present, the exact dollar amount of several of these technical changes has not yet been determined by OFM.

RESOLUTION NO. 04-19

WHEREAS, The Higher Education Coordinating Board (HECB) is a 10-member citizen board, directed in statute "...to represent the broad public interest above the interests of the individual colleges and universities;" and

WHEREAS, The Higher Education Coordinating Board administers all state-funded financial aid so that loans, grants, and work – state and federal – may be coordinated to provide the best possible service to students and make best use of state resources; and

WHEREAS, The board also provides policy, regulatory, and fiscal recommendations at the request of the legislature and governor; and

WHEREAS, The budget request reflects the comments and decisions of the board's financial aid and fiscal committees; and

WHEREAS, The Office of Financial Management (OFM) has directed public agencies to submit budget requests for the 2005-07 biennium by September 1, 2004;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the biennial budget request presented to the board on July 22, 2004, and directs staff to refine and redraft the request to accommodate OFM submittal requirements by September 1, 2004.

Adopted:

July 22, 2004

Attest:

Bob Craves, Chair

Gay Selby, Vice Chair



STATE OF WASHINGTON
HIGHER EDUCATION COORDINATING BOARD

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RESOLUTION NO. 04-19

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WHEREAS, The Higher Education Coordinating Board administers all state-funded financial aid so that loans, grants, and work – state and federal – may be coordinated to provide the best possible service to students and make best use of state resources; and

WHEREAS, The board also provides policy, regulatory, and fiscal recommendations at the request of the legislature and governor; and

WHEREAS, The budget request reflects the comments and decisions of the board's financial aid and fiscal committees; and

WHEREAS, The Office of Financial Management (OFM) has directed public agencies to submit budget requests for the 2005-07 biennium by September 1, 2004;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the biennial budget request presented to the board on July 22, 2004, and directs staff to refine and redraft the request to accommodate OFM submittal requirements by September 1, 2004, leaving open the determination of how the high-demand funds will be allocated among the sectors.

Adopted:

July 22, 2004

Attest:

Bob Craves, Chair

Gay Selby, Vice Chair

M E E T I N G

**HECB Advisory Council
Room 215 – Tawanka Commons
Eastern Washington University
1:00 p.m. – 4:00 p.m.
July 22, 2004**

AGENDA

1. Welcome and Introductions
2. Overview
 - A) HB 3103 – Roles and Responsibilities of the HECB
 - B) Views and Outlook of the Council Members
3. Development of a Formal Charge for the Council
4. Discussion: The 2004 Statewide Strategic Master Plan
5. Postsecondary Educational Delivery in Washington
6. Future Meetings Schedule and Outlook

HECB Advisory Council

AFFILIATION (HB 3103)	NAME	TITLE	CONTACT INFO
Office of the Superintendent of Public Instruction (OSPI)	Dr. Terry Bergeson	Superintendent	Ph: 360-725-6004 Bergeson@ospi.wednet.edu POB 47200, Olympia 98504
State Board of Education (SBE)	Ms. Roberta (Bobbie) May	Past President	Ph: 425-885-6021 bmay@nwlink.com 4905 162 nd Ct. NE Redmond 98052-7002
Two-year College System - State Board for Community & Technical Colleges (SBCTC)	Mr. Earl Hale	Executive Director	Ph: 360-704-4309 Ehale@sbctc.ctc.edu POB 42495, Olympia 98504
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Research Universities	Dr. Lane Rawlins	President Washington State University	Ph: 509-335-4120 Rawlins@wsu.edu Grimes Way, French Admin Bldg, Pullman 99164
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Proprietary Schools	Dr. J. Tuman	President Perry Technical Institute	Ph: 509-453-0374 jtuman@perrytech.net 2011 W. Washington Avenue Yakima 98003
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	Ms. Ruth Windhover (2nd year representative) (WAFT & WEA representatives will alternate each year)	Washington Education Association (WEA)	Ph: 206-878-3710, ext. 3431 rwindhov@highline.edu Highline CC, PO Box 98000 Des Moines WA 98198-9800